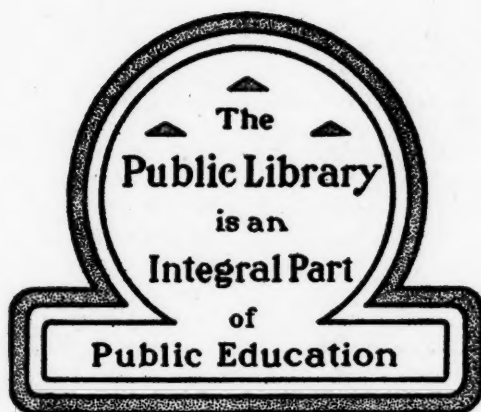


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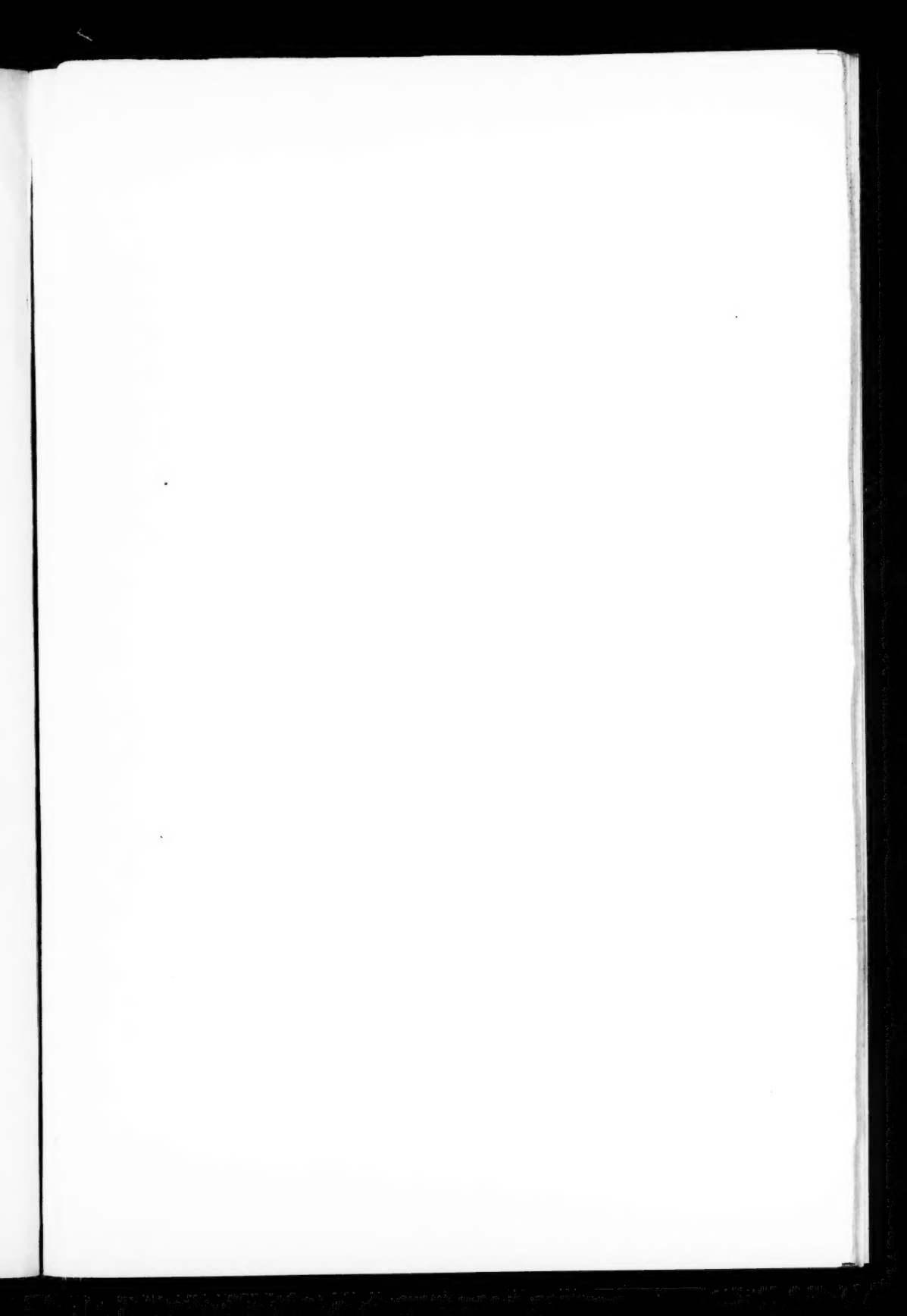
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Public Libraries

A monthly publication devoted to the advancement of library work

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No. 6

Limiting Access to Shelves

H. Ralph Mead, reference librarian University
California, Berkeley

The question of open or closed shelves is not unlikely to come into prominence again after comparative rest for about a decade. The open shelf system, an innovation which sprang rapidly into universal favor, had apparently been settled upon by a great many libraries; but sudden innovations have their reaction. Experience with the open shelf shows that the public is not wholly to be trusted, and the resultant increasing loss of books by theft is likely to reverse the decision in favor of a more closed system.

Of the two extremes of access "to none" or "to all"—Modern librarians will scarcely adopt either. How far then shall access be given? It is not the intention to give here a detailed statement of the advantages and disadvantages of the open and closed systems, but to convey a general opinion born of experience in two large university libraries, one maintaining the open system, the other having the main stacks closed. That experience has shown that not only is there a less loss of books, but also that the public is served with much better satisfaction with the stacks closed.

It is true that a considerable number of people derive satisfaction from the examination of books on the shelf; these can be accommodated in two ways: the general reader by the reference department, which should contain besides reference books proper, the best books on the various branches of knowledge; the

student by admittance to the stacks for a limited period to examine the books of a particular subject, but always with the admonition to leave the books on the study table, so as to avoid misplacement on the shelves; for order should be the first law of the library as well as of nature.

The majority of readers are more or less uncertain and confused when in direct contact with a large collection of books. This uncertainty and confusion is particularly so in the case of a university library which aims to contain all rather than a selection of books on a particular subject, and the good and bad books are arranged side by side on the shelves. With the stacks closed to the public, if the library is at all methodical in its shelf supervision and book charging, the patron can be supplied almost immediately with the desired book, or informed that it is out and told who has it, where that is permissible; with the open system all definite knowledge and command of the books slip from the hands of the library officials.

With the open system a patron may search 15 or 20 minutes for a particular book, later inquiry at the loan desk may reveal no charge for it, a further search by the library assistant may disclose the book carelessly or purposely placed on another shelf near its proper one, or his search may be as fruitless as that of the patron. The failure to find is most annoying to both parties, yet this failure too often occurs where a book springs suddenly into demand and the first person to obtain it is troubled

but little by the voice of conscience. The book may or may not find its way back to the shelf at the end of the period of demand; at any rate many patrons have been greatly inconvenienced and no statistics can show the extent of the inconvenience.

It was the intention to include some statistics, but it was found that they were kept with so little uniformity that that could not be done with any satisfaction. Some libraries include lost books under the heading of "deductions," which includes also wornout books and those removed for various reasons, others omit the item altogether. In fact, statistics would be rather uncertain at best; the lost books would vary in proportion to the care taken in the inventory. For instance, take the case of the library where the lost books were less than 100 during one year, two years later, when the whole inventory was taken by a new party, the loss was over 600; there was apparently no reason to account for so great a discrepancy except the care with which the inventory was taken. Also, the library may not report found books, but subtract them from the number lost and report the balance as the loss.

The matter of administration of closed shelves is most important. Foremost, the granting of permits to enter the stacks must be done by one party, by the one most familiar with the library's patrons and their needs; for here, as in other library matters, is that old saying "too many cooks spoil the broth" all too true. I have in mind a case where an attempt was made to partially close the shelves by admitting persons only on permits, each one of three or four assistants gladly admitted his friends, and the attempt quite naturally failed. I do not think the closed system requires many more assistants than the open, for with the open system a more frequent inspection of the shelves is necessary, and the public being scattered over the whole library several assistants are needed to keep a proper surveillance over them; so

there is very little economy in this respect. A careful and complete system of bringing books to patrons, adjustable to the particular library, must work promptly to prevent long delays. I hardly need mention the necessity of a good catalog—a necessity of either system—for it is assumed no librarian would turn the public into the shelves for lack of such.

Whatever system a library adopts will depend somewhat on the character of the building, the nature and size of the collection of books, and the degree of civilization or moral atmosphere of the community; there can be no hard and fast rule. It is inevitable that, as a library reaches large proportions, everyone cannot be admitted to all the books freely; old books, rare editions and costly plates need protection. The most feasible way seems closed stacks, with a collection of freely accessible reference books, supplemented with a periodical room, and in university libraries by seminar rooms; and I believe the average person receives just as much benefit from this method and certainly better service.

Other disadvantageous features of the open system might be mentioned, as loss from mutilation, due to lack of surveillance, and the danger of encouraging theft, especially in the young, by permitting access to books beyond the view of library officials. With the stacks closed and a suitable reference room and collection open to the public it seems possible and practicable to do away with the serious disadvantages of the open system without materially lessening whatever advantage might be derived from the system.

In the British Museum are three copies of the Bible written on the leaves of the fan palm.

It is astonishing how many different kinds of material books have been written on. There are still preserved works written on oyster shells, flat bones, bricks, tiles, ivory, lead, copper, and iron.

Open Shelves in a College Library

Wm. I. Fletcher, librarian of Amherst college, Amherst, Mass.

In view of the recent discussion, in the *Nation* and elsewhere, of the subject of Open Shelves, it may be of interest to readers of PUBLIC LIBRARIES to know how I have recently answered certain questions addressed to me by a former student here, now on the faculty of a university where a change of rules in the direction of greater freedom is under consideration. I should state that for 25 years students here have had almost complete freedom of access to the shelves in the stacks.

Ques. What has been your experience as to the abuse of such stack privileges by the students?

Ans. We have had very little experience as to any actual abuse of the freedom given to students, but we are certainly suffering increasingly year by year in loss of books and in displacements of volumes on the shelves. I note an effect of free access which may come under the saying, "familiarity breeds contempt." Not only do the individual students exhibit the carelessness of one who has come in two or three years of frequenting of the library to treat it much as he would his own study (and with the added idea that in this case there is someone "to pick up after him")—but the influence becomes traditional, and the whole student body seem to be increasingly devoid of the respect akin to awe with which we in our younger days entered a library by the gracious permission of those in charge.

Another serious difficulty is the growth of the library, so that it now covers five floors in the stack, which makes oversight much more difficult and the process of keeping the books in order farther beyond the reach of our limited force of employees. At the same time the faculty, to a greatly increased extent, send the students into the library with requirements which involve "rummaging" among the books.

Ques. Can you give me any statistics as to the relative increase in the utilization of the library by the students, due to the granting of stack privileges?

Ans. I have no statistics, but would not hesitate to say that exclusion from the stacks would now cut down the students' use of the library about one-half—unless, of course, steps were taken to place the books much more readily on call outside the stack.

Ques. Can you give me an idea of the practice of other college libraries regarding the admission of students to the book stacks?

Ans. I think very few college libraries open the book-rooms freely to the students. As our library is much larger than those of most colleges, and universities have such different requirements, comparisons are of no great value. We have always prided ourselves on having a homogeneous and an honorable body of students and on being favorably situated as to the outside community. Of course the increase in the number of students adds to the difficulty of adhering to our established practice. But when all is said I am far from believing that we must seriously abridge the freedom that has been allowed. By some increase in the number of attendants, permitting greater vigilance of oversight, and by requiring of the students some sort of registration when they make use of the stacks, I think most of the difficulties can be got over. Both faculty and students would object strenuously to a radical change of system, and I myself feel that a considerable amount of displacement, even of loss of books, is not too high a price to pay for the educational and cultural advantages of the free system.

When thou wishest to give thyself delight, think of the excellencies of those who live with thee. For instance, of the energy of one, the modesty of another, the liberal kindness of a third.

Developing a College Library*

Willis H. Kerr, Westminster college library,
Fulton, Mo.

May we begin this consideration of the building-up of a modern college library by a declaration of the faith that is in us concerning the field of the college library?

Several years ago, George T. Little, librarian of Bowdoin college, said: The library is the center and soul of the small college.

I conceive the ideals of the college library to be:

1) It is of course the supplement of the departments of instruction. As modern scientific instruction is impractical without its laboratories, so is modern instruction in literature, philosophy, history, language and science incomplete without its workshop, the library. The college workshop must be equipped to satisfy these never-ending demands.

2) Our college libraries must attempt to supply professional material and inspiration to our teachers.

3) The library ought to be inspiration and guidance to all phases of student life and thought:

We must cultivate the demand, and meet it, for material suitable to inter-collegiate debates and orations, regular literary society programs, declamatory contests and public exhibitions. A literary bureau for students.

Interest must be shown and help given the spiritual life of students, especially as opportunity is given in mission-study and Bible-study classes and in topics of religious societies.

We must afford entertainment and relaxation for student minds. Moreover, to the library must fall a large share of the cultivation of students in respect and appreciation for the best of literature, art and character. If the student is not a reader upon entrance to college, then the library ought to make him over. Help in selecting and securing books for private libraries is

another duty the college library owes the student.

4) Beyond this intimate connection with every phase of college work, the library ought to be a bond of interest between the institution and the community. Citizens may be welcomed to the privileges of the library, under certain necessary restrictions, and many will gladly avail themselves. Special help may be rendered professional men and study clubs.

5) Close and helpful relations may be established with the public school teachers and scholars. The college and its library should be an exponent of the best educational ideals.

6) In general, let the college library stand for *ideals* in the life of all people: reverence for honest thinking and living, reverence for the culture that is not in a hurry, reverence for gentility of manner and character, reverence and appreciation for the imagination and soul of man.

Developing the resources

With these ideals before us, we come now to the practical question, How are we going to develop the resources of the college library to make possible the vision?

1) A yearly appropriation or income presupposed, let a division of funds be made by the librarian between: a) books, b) periodicals, current and sets, c) binding, d) equipment and furniture, e) supplies.

2) A few remarks as to book selection:

Let us remember all our clients. Invite suggestions and requests at any time from all professors, but weigh the responses. Let students know that special needs will be met if possible. Reserve some of the book fund for emergency calls. Let the librarian buy some books of his own liking, selected of his own enthusiasm. I could wish none of you any higher pleasure than the impatient unpacking of a shipment of books and the clasping to your heart

*Read before the Missouri Library association, Nov. 8, 1906, at Carthage, Mo.

of the new edition of Stephen's Hours in a library, or Jusserand's English way-faring life, or Hillis' Great books as life teachers. O, the limitless possibilities in those volumes! You had to give up Ward's Dramatic literature to get Stephen—but who cares now, you can *talk* your Stephen!

It is a good plan to consult the text books used in college departments, anticipate the demand for the most important references and citations, and thus gradually develop complete collections. The A. L. A. catalog is a splendid guide, but is not to be too closely followed by college libraries.

Never too many reference books. Three extremely useful items are: Bliss, Encyclopedia of social reform; Brewer, World's best orations, and the World almanac—not to mention others as useful. It is economy to invest in necessary technical, labor-saving, professional tools.

Both for economy's sake and because of the reflex influence upon your students, it pays to buy good editions.

As to method of buying, select a good jobbing house and stay by them. Divide your year's order into two or three parts, put in some items this year that you couldn't get last year. Watch the secondhand catalogs.

Somewhat timidly, for fear I *may* not be understood, I suggest that theological accumulations and donations be culled courageously.

3) Concerning periodicals, I venture a few words:

The current subscriptions will be both popular and technical, some for solid culture, some for reference, some for entertainment. Neat spring-back binders will be used. Many valuable periodicals will be secured by donation. Files will be arranged to find back numbers quickly. A liberal magazine list is a great asset in securing and holding the interest of students.

Bound sets: Buy the important sets outright rather than fret for years over lost opportunities and pitiful looks of

disappointment on the faces of students who have found "just the thing" in Poole. Add a new set, or part of a set, every year, until a good working collection is formed; and keep files up to date. Some sets need not be bound. Probably the most useful sets are: *Annals of American academy*, *Arena*, *Atlantic*, *Century*, *Educational review*, *Forum*, *Harper's magazine*, *Independent*, *Living age*, *Missionary review*, *Nation*, *North American review*, *Outlook*, *Popular science monthly*, *Review of reviews*, *Scribner*, *World's work*—17 in all.

Periodical indexes, of course. No department of a college library is more useful or attractive than sets like the above, with the "Baby Poole" and *Readers' guide*.

By saying that I would buy some sets outright, I do not mean to say that I would not accept donations of all sorts. In every lot received some long-needed numbers will probably turn up. Duplicates may be given away or exchanged. Can't we do something in Missouri to establish a magazine clearing-house?

4) Our college libraries will of necessity be well classified, accession record will be kept, and the card catalog will be as simple and complete as possible. I say "as possible" advisedly, for I fear many western college libraries simply have not the help necessary to complete this most useful of all library aids. Certainly the printed catalog cards of the Library of Congress and A. L. A. Publishing Board will be used freely. Above all, the college librarian must know what books the library has, where to turn, and which of half a dozen references is the one for the occasion.

5) The preservation of historical material, pictures, souvenirs and college memorabilia is an office of the college library.

6) What to do with pamphlets is a problem always. Classify roughly at least, and subject-index. Better, use

the new Gaylord Brothers' pamphlet binders ($2\frac{1}{2}$ to 7 cents each), accession, and classify.

7) Government documents? We are told to sort out the sets you want, fill the gaps, classify, accession, and use these good friends. But what will you do with what is left? The superintendent of documents won't take them, it is unlawful to burn them (and a sin anyhow) and shelf space long since ceased to be. If anything will drive a librarian mad, it is this sheep-bound elephant! However, late developments at Washington promise relief, and the list in the A. L. A. catalog is a good guide as to what sets to cultivate. Some things sent out by the government, notably the Library of Congress select reference lists, are invaluable. It is possible that some college libraries, by reason of situation, ought to keep the complete depository sets, but pray that this duty may be left to your big neighbor.

8) In general, to develop the resources of your library, let it be known that you want everything. There is some good item in all rubbish.

Developing the use

Now at the same time we are accumulating our college library facilities we have another task, always with us, even though it be disheartening at times—developing the use of our treasure-house. Here is where the enthusiasm and resourcefulness of the librarian must make up for sadly insufficient appropriations.

1) Supplying what is most needed and wanted will of course bring use.

2) Talk *library* all the while: go to the literary societies, Christian associations, Bible-study leaders, debaters, orators, editors, athletes, professors, citizens, women's clubs, the newspapers—offer help on any and all occasions to the best of your ability and facilities.

3) Use "attention" slips, send them to individuals, prepare special reference lists, post reading lists.

4) Make conditions of circulation easy, yet prompt in return.

5) The college librarian has a fine opportunity to train students into intelligent use and appreciation of the library, by a yearly series of chapel talks. In personal contact with reference hunters, direct instruction may be given.

6) The true library atmosphere of quiet, cleanliness and genuine culture will be inculcated. The student will be made to feel the library has a welcome for him, and he will learn to respect it as a home.

7) Above all, the college library—the concrete expression of all that is worthy and ennobling in modern higher education, which in turn is respected as being the agency best endowed to elevate mankind and make him happy and good—I say the modern college library fails to do all its duty by civilization unless it produces readers and thinkers, real genuine lovers of books and men. We are getting done a certain amount of "required reading," but how many readers for the love of it are we making? In an article, *The literary spirit in the colleges* (*Educ. rev.*, 6:126), Prof. F. H. Stoddard, of New York university, remarks:

The enthusiastic study of English classics is not a common pursuit, and the study of literature as a serious endeavor is a work not considered especially desirable by college youth. . . . The purely literary spirit, which I have defined as the spirit of interest in ideas and in art-forms of ideas, does not seem to be to the student a desirable possession. The student criticizes far more than he admires. . . . If the college does not prove to the youth of the country the use of beauty, the value of ideas and of art-forms of expressions of ideas, it is the fault of the college, and not of the boy, the age, the circumstances, or the ideas.

Our young people read, of course, but they read to pass the time away. Anything but a story generally is "too deep for me," and Chaucer is "worse than Latin." These young people, older-grown, are going to find no content in business, in politics, in society, in amusement, or in reading—they roam

the world seeking quiet for their nerves. Perhaps I paint too gloomy a picture, but certain it seems to me that between us—the public school, the public library, the college and the college library—we are dealing with an awful problem, a problem freighted with possibility either of infinite uplift to the world or of the pitiful realism of life with no imagination in it. Earnestly I ask, Are we doing all we can?

Delights of the college librarian

Now that we have our college library developed both in resources and in use, and our ideals more or less achieved, but still leading us in the way we must go, may we not say that, despite his meager funds and ever-incomplete work, the college librarian has his share of delights? His work is heartily appreciated. The satisfaction of meeting the wants of earnest students and teachers is not easily told. The librarian may share with the teacher the secret joy over the evidences of awakening mind and culture. Moreover, we college librarians, in the simple honesty of our hearts, may say with some compassion to you public librarians: The public we have not always with us! And yet we have; for even in that thrilling moment after library hours, when the boys are gone to football and the professors are getting a whiff of air—in that moment when a box of new books lies before us—then this Lounsbury brings to mind that student who needs this book, this Ostwald makes vivid again the face of that chemistry professor who inquired so eagerly, Have those books come yet? this Hawthorne is the book that club woman wanted—even then we have our public with us and are glad! For we believe we are accomplishing part of the world's work, we are helping to make bright and useful workers for church and state.

Many men of many minds
Live in books of many kinds.

A Special Students' Reference Room

Dr. J. H. Canfield, librarian Columbia university, New York

Columbia university is making an experiment in library conditions which is regarded with great interest by all those directly connected with the new departure.

The university, as is generally known, is made up of quite a number of colleges and schools: such as Columbia college, Barnard college, Teachers' college, College of physicians & surgeons, College of pharmacy, etc. All these, except the College of pharmacy and College of physicians & surgeons, are "on the block," as the phrase goes at Columbia.

The quadrangle for Columbia college is just half completed. That is, the two dormitory buildings which form one side of the quadrangle are up and being occupied for the second year. Hamilton hall, which covers the north end of the quadrangle, was opened on February 4. This building provides lecture rooms, recitation rooms, officers' private rooms, etc., for all work except that done in the sciences—for which a building is yet to come, closing the south end of the quadrangle. The west side of the quadrangle will be closed by two more dormitory buildings in the near future.

The librarian of Columbia university has long held the belief that 8000 v. (or thereabouts), carefully selected and kept fresh and up to date, constitute an entirely sufficient library for the undergraduates of any college. Of course, this does not include books needed by officers of instruction in the college—but refers strictly to the work of the students themselves.

In the east end of the second floor of Hamilton hall has been established what is known as the college study. The room is admirably lighted, with high ceilings, and well equipped with wall shelving, and with tables which accommodate 120 students at a sitting. About 5000 v., carefully selected with a

view to their direct bearing upon the work of undergraduates in the college, have been placed in this room. The greater part of these are immediately accessible to the students; but a small loan desk has been provided, back of which perhaps 1000 v. can be stored on special reference—books for required reading; which are given out on a day-and-hour scheme.

For the present, this library is not open evenings, and books are loaned between half past five and six of each day, returnable not later than half past nine the following morning.

C. Alex Nelson, well known in public library circles, and for a long time head reference librarian at Columbia, has been placed in charge of this new undertaking, and gives his entire time to the assistance of students and to the general administration of the study. He has one page-helper, who cares for the loan desk and books on special reserve.

It is of course too early to speak definitely with regard to general results, but the work of the first month has been very encouraging. The students seem to find the library sufficient for their needs, the attendance during each hour of the day has been all that could be desired, the reference librarian has found a constant and heavy demand upon his time and attention, and both instructors and students seem to feel that the experiment is sure of success.

If this hope and expectation do not met with disappointment, there is certainly something to be learned by the libraries of the smaller colleges—at least, they ought to take new hope from what is accomplished by this undertaking.

She was an old woman, a woman aged and poor, but sunny and serene. Someone asked what in the world she could find to make her happy, to which she replied: "Well, I hain't got but two teeth, but, thank goodness, they hit."

The Library and the Small College*

Dr. R. O. Graham, professor of chemistry,
Wesleyan college, Bloomington, Ill.

In considering the public library in its relation to the small college, two viewpoints should be chosen: that of the right of the library to render assistance, and that of the advantage to the college in receiving such assistance.

The public library is supported by public funds. All classes contribute to its support, and they contribute not voluntarily, but whether they will it or not. Is a library board, selected and entrusted to handle these funds, justified in allowing the needs of the college in the community to influence in any degree the purchase of books and magazines? Is not such purchase the favoring of a class, of a private organization, at the expense of the general taxpayer? And is such favoring not especially reprehensible because, as is usually the case, the greater percentage of those thus favored are not residents of the community, except temporarily?

The influence on a community of the presence of a college, of its teaching force and its hundreds of students, of the intellectual contact it keeps up with the world's workers along the lines of scholarship, is very great; and the heaven is felt throughout the city's life. And were this intellectual uplift the only benefit derived, the city could well afford to aid the college, which is always certain to be short of funds to purchase the necessities among educational paraphernalia, by placing on its shelves books that will be helpful in classroom reference work. This claim for assistance is the principal one that should have weight with a library board. Other claims the college has on the city of its site, and strong ones; but these should be met in other ways and from other sources.

I do not wish to be understood as urging that the library should furnish

*Read before Illinois library association, Bloomington, Feb. 21, 1907.

technical reference works, of interest and of use only to the student in some narrow special line. Hundreds of books needed by college teachers and college students are of wide general interest as well. If such works have been selected as reference works for his classes by a careful and competent instructor, that selection should stamp them as the best in their respective fields; and should give them added value and claim upon public patronage. By helping the college, if done judiciously, the library can best help itself in the special fields covered by the college's needs; and many patrons, interested along some special line, and finding in these books the help they need, will have that interest increased and be greatly benefited.

Now from the college point of view. On this we need not dwell at length. The benefit to the college that results from such help as can be rightfully given by the city library is so great as not to need extended expression before this body of educators. Colleges are proverbially poor, even when a Rockefeller stands behind them. They are always living beyond their income. Sufficient funds for providing the rapidly growing necessities are always wanting. And in the case of the college such shortage does not imply poor business management or reckless expenditure. It is the result of honest effort to keep pace with the legitimate demands of the rapidly changing and rapidly advancing educational world. Laboratory methods in all lines are demanding more and greater expenditures year by year. Seminar work necessitates heavy outlay for costly technical works. The introduction to a greater or less degree of the optional system increases the teaching force and augments the salary list. The demand that department heads must be specialists in their respective lines no longer permits of the teaching of Greek and psychology and biology by the same instructor. The life in the great world on which the col-

lege draws for its patronage grows steadily more and more complicated, and its demands on the college keep pace. In every college, and especially in the small college, which is our theme today, there is a constant struggle to meet the necessities of its work.

To such colleges then, the help of the public library is especially beneficial and grateful. Her heads of departments, presumably men of judgment and learning, are not likely to take advantage of the assistance offered; and they in turn will be found ready to aid the librarian, by suggestion or criticism, to make selection of the very best books in the respective fields; as these instructors can post themselves in their especial lines, as it will not be possible for a librarian to do, who has the whole field to look after. Working in harmony, the library staff and the college faculty should be of much assistance to one another, and should be able to select and build up a library for reference work, whether in history, biography, science, art or literature, of superior merit, and that cannot fail to make its impress upon the community.

In carrying forward this connection between college and library, it will be found advantageous, where space permits this, to devote to each department of the college drawing on the library for help, a special shelf or shelves on which may be found the departmental reference works. This will save the reference librarian much work, and will be helpful not alone to the college students, but to the general public, as those interested will soon learn where the best works in any line may be found. A special index of the contents of these shelves will be helpful. And the library authorities should make it plain to the students that they are welcome to the library; and the college authorities should make it just as plain to the student body that it is not to take advantage of, or to abuse in any way, the privileges afforded it.

The public library can in this way do

a great work, and become an educator of educators. The advantage accruing to the community from such association has been discussed. But there is another side. The young men and women gathered today in our small colleges are destined to be to a greater or less degree the leaders of thought in many communities a decade or two in the future. Every help the library gives, every impetus to better work, all implanting of more refined tastes, of longings for the best things that books can provide, will prove to be seeds sown in fertile soil, destined to spring up and fruit, and to scatter its manifold yield of new seeds broadcast in numerous communities.

In conclusion, my suggestion to library authorities in college towns would be to encourage co-operation and harmonious relations between the library and the college. Each can help the other greatly, and each be only the richer for the giving. The work of both is educational; and all educational forces in a community should work in harmony, and should supplement one another. The forces that tend to break down are many and powerful. Those that tend to build up—the home, the church, the school, the library, should work in harmony at all times, and present an unbroken front.

The men who are to do the work of the new epoch must be trained so as to have a sturdy self-respect, a power of sturdy insistence on their rights, and with it a proud and generous recognition of their duties, a sense of honorable obligation to their fellows, which will bind them, as by bands of steel, to refrain in their daily work at home or in their business from doing aught to any man which cannot be blazoned under the noonday sun.—President Roosevelt.

A book that is borrowed is no more like a book that is owned, than a description of camp life is like tenting on the beach in summer.

Correlation of the Library and Other Departments of Colleges and Universities

Louis N. Wilson, librarian Clark university, Worcester, Mass.

Perhaps the greatest need at the present time in college and university libraries is a closer and heartier co-operation between the library and the various departments of the institution. At Clark university we have cultivated this spirit from the first with great success. We have the alcove system, with open shelves throughout the library. The heads of departments make the classification for the books strictly within their field and classify all the books purchased for their departments as they are received. Thus, the professor of mathematics has drawn up the classification for the books in the mathematical alcoves and when new books are received in mathematics he comes to the library and classifies them. So also with the professors in the other departments. We do not insist upon uniformity in schemes of classification. The classification in most of the departments is the work of the head of each, but in the biological group the "Concilium" classification was adopted, while in economics the Dewey system was followed, preceded by a letter and with decimal points omitted.

This brings about a close relation between the library and all the departments of the university. The alcoves are practically departmental libraries within the main library, and each instructor takes a personal interest in his department of the library. In this way, too, the librarian sees more of his colleagues than is usually the case, and friction between the library and any of the members of the faculty is unknown. The librarian makes no suggestions to the library committee looking to radical changes in the library without discussing the matter fully with the heads of departments affected as they visit the library to classify their books. He tries to make the library

the common laboratory in which all departments are interested—and here he has succeeded.

Unfortunately it is too often the other way; for in looking over several hundred answers received from colleges and universities I find evidence of friction too unmistakable to be ignored. I will cite one comment from an instructor and one from a librarian on this point:

The librarian, whose authority is absolute, looks upon the library as a place for the collection and preservation of books, rather than as a place where books can be used, and I doubt if any management could be better planned to kill out a student's desire to use books than this one...I have studied and taught in four colleges and universities, and in only one of them have I found a well-conducted library. (College professor, age 40 years.)

The College, while the center of progress in thought, is the center of conservatism in custom and tradition...The library receives no recognition as a distinct department, and its needs are rarely considered. It has no yearly budget, nor are accurate accounts kept or balanced with the library separately...not only deafness to representations of the needs of the library, but sometimes even resentment at the officiousness and zeal of the librarian in attempting to bring about better relations. (Librarian, 10 years' service in a university.)

These are not isolated cases by any means. Mr Carlton's excellent article on College libraries and college librarians (*L. J.*, 31:751-757), will repay reading in this connection. The college library has not received the consideration to which it is entitled, nor has it, as a rule, shared in the prosperity of the laboratories in the last 10 or 20 years. A glance at a table printed recently (*N. Y. Nation*, 83:510, Dec. 13, 1906), showing that in 13 of the more important colleges and universities in the state of New York (omitting Columbia and Cornell) the average library expenditure during the last year was: for books (including periodicals and bindings) \$1628; for services \$1316, warrants the question, Do the presidents and faculties of these colleges and universities really look upon the library as an important part

of their equipment? And yet, the late President Harper of University of Chicago wrote in 1905 (The trend in higher education, pp. 121-122):

Today the chief building of a college, the building in which is taken the greatest pride, is the library. . . . The staff of assistants is often larger than the entire faculty in the same institution 30 years ago.

There is evidently great diversity in colleges in the status of the library, if in no other respect. Librarians have been—and are—by no means blameless, and I heartily commend to them Mr Carlton's words: There must be concessions, sacrifices and new understandings on both sides, and for some time to come these will have to be chiefly on the part of the librarian.

Student Privileges in a Public Library*

Jeannette M. Drake, librarian, Jacksonville, Ill.

In a broad conception of education the library should be recognized, not as something desirable, but as an absolutely necessary complement to the school in any satisfactory educational system.

The school does open to the library the broadest field of doing the greatest good to the greatest number, and I believe that all progressive libraries are doing everything possible for the students.

In considering student privileges in the public library let us take up first the methods of registration:

Among the methods by which the different libraries allow non-resident students to draw books are 1) by depositing the price of the book borrowed; 2) by paying the same as any other non-resident would be asked to do; 3) by asking the business manager of university or college, or an instructor to act as guarantor for each student; 4) which is the best plan, I believe, is where the students register as regular

*Read before Illinois library association, Springfield, 1906.

readers. Their readers' cards expire every four years, and as that is the length of time the average student is in Madison, they can *easily* be counted as regular readers. On the application blank is written the home address and the name of mother or father, so as to have some sure way of reaching him if he unexpectedly leaves town. I think those of us who have non-resident students as borrowers would often find it convenient at the close of the school year to have their home address.

Number of books loaned to students at one time

Most libraries have the special privilege or non-fiction card. The great difference is in the number of non-fiction books which are loaned at one time to one student. Some allow only one book, except in cases of special need, while other libraries do not limit the number of books, provided it does not inconvenience others. Of course, the right to recall books loaned in this way is always reserved. In Jacksonville we allow students to take out as many books as they wish, if it does not inconvenience others and does not entirely exhaust our material on that particular subject. We let them take bound or unbound magazines, and general reference books at the closing hour to be returned at 9 o'clock the next morning, or, if they are taken Saturday night, may be kept until Monday morning. They may take any book, including reference books, which they may wish at the time of a debate.

Reference lists

When we know that students will ask for material on a certain subject, a reference list on that subject will save time in the library and give the student better service. Brief annotations add to its value. In Jacksonville we typewrite the list on cards, thus putting it in permanent form and then file it in the card catalog case for future reference. In some cases we think it advisable to

make a second copy on sheets to post on the bulletin board.

Reserve books

When a number of students will want a book or books on a subject or subjects they may usually have them placed on a reserve shelf in the library, so that all may have access to them from day to day. Any book in demand which cannot be used conveniently at the library may be made a three or four day book.

Use of rooms in library by students

One librarian says that they allow students to hold many of their smaller class and committee meetings in different parts of the library. We do not do this for them in Jacksonville, but we do allow them the use of the basement rooms for consultation, study and rehearsing. These rooms are especially needed and used by the students at the time of their annual joint debates. Each side is given a room and may keep any of the books there for two or three days, but not longer, as we wish each side to have the opportunity of using everything we have.

Notes in publications

If the library issues a bulletin with notes, a "students' column" would be interesting and would perhaps cause the students to read our bulletins, and we could put things before them in this way which we could not get them to read in any other way. The following is from the Public Library at Washington, D. C.: To make the relation of public library and schools still more close a monthly educational bulletin, giving new educational accessions and educational articles in current magazines, is issued by the mimeograph process and sent to all the colleges and schools, where it is posted on their bulletin boards.

Buying books

In Jacksonville we keep a list of books asked for by students which we

do not own, and in making up our order list these are considered for purchase.

Pictures

The increasing efforts made by librarians to collect and mount pictures gives the student an opportunity to have valuable and instructive illustrative material.

Lecture hall

The lecture hall is a valuable addition to the opportunities a library has of reaching the students. Not only the library, but other organizations will and do want to use our rooms for lectures of popular interest and educational tendency.

Talks to students on how to use the library

I believe one of the most important things we can do in our relations with students is to teach them how to use the library intelligently. Of course, we make an effort to tell individual students as we work with them, but it seems to me that we should also give a systematic series of talks. Experience has proved that satisfactory work can be done in eight talks. In the talks I would take up, 1, Classification and catalog; 2, Periodical and general indexes; 3, Encyclopedias; 4, Dictionaries; 5, General books on literature (Allusions, Customs, Quotations, Authorship); 6, Historical reference books; 7, General reference books on music, art and biography; 8, Public documents and their indexes. In these talks the scope and value of the books are explained and compared with other books on the same subjects. After each talk a set of questions on the books just discussed is given each student.

Each talk after the first is preceded by questions and discussions of the books taken up in the previous lesson. At the end of the course a set of test questions is given each student (the questions being different in every case) and is considered as a final examination.

Notes from Princeton University

Nothing on a large scale is receiving special attention at Princeton university at present, but in the following notes are some items of general interest.

Binding

The University library bindery shows a profit of \$235 for last year on the following business: 1525 books, 892 pamphlets bound, 3266 v. repaired, and numbers gilded on back of 6942 v. Owing to increase in the cost of materials the profits for the first half of this academic year have been reduced to less than \$50 on the same scale of prices, which is, however, below prevailing rates.

Catalog

The library is including in its author catalog a number of titles from the private libraries of professors who have indicated their willingness to have such books used. The library is beginning the printing of cards on a small scale.

An edition of a title a line linotype joint finding list of the various seminaries connected with the University library is being printed; hitherto there has been a finding list for each seminary, now there is a joint author list of all the seminaries. For use in the seminary rooms a copy is made up containing the classified list of the books in that room only with the author list of books in all the seminaries.

A title a line linotype bar finding list, subject and author, of the books on music has just been printed. This collection on music consists chiefly of about 3000 v. recently purchased at the expense of the Hon. John W. Garrett and selected with extreme care by L. F. Pease.

By courtesy of Harvard university library copies of all cards printed by them are being received and are kept filed with Library of Congress and John Crerar library cards.

Work on the revision of the subject headings in the catalog for which extensive preparations have been made has

been suspended pending the work of the Publishing Board in this direction.

An index to the classification is being prepared and it is intended to print the schedules at once, though the index will not be completed until the A. L. A. headings are ready.

Additions

The library has received three considerable consignments of books for a Spanish war collection from W. A. Patton of New York.

The library is receiving from time to time consignments of books and autograph documents from the expedition which Dr Hiram Bingham is conducting in Venezuela and Colombia. Eighteen cases of books and a considerable number of manuscripts have so far been received.

A considerable addition to the library collection of cuneiform tablets has been received from J. W. Garrett.

The Garrett collection of Oriental manuscripts has recently been enlarged by a large number of Ethiopic manuscripts and now numbers considerably over 2000 v.

Experiment is being made in the reading room of wooden benches instead of chairs.

As a query which does not pertain especially to this library I make this:

Is it not an economic waste for every large library to be without a complete author finding list, kept up to date, in one volume, like a telephone directory, or a city directory?

No one, of course, doubts the utility—I am doubting the economic justification of not doing. E. C. RICHARDSON.

Let us do our duty in our shop or our kitchen, the market, the street, the office, the school, the home, just as faithfully as if we stood in the front rank of some great battle, and we knew that victory for mankind depended on our bravery, strength and skill. When we can do that, the humblest of us will be serving in that great army which achieves the welfare of the world.

Purdue University Leaflets on Nature Study

In the issue of PUBLIC LIBRARIES for June, 1906, appeared an article by J. Christian Bay, of the John Crerar library, in which he gave a list of the bulletins and leaflets on nature study issued by various colleges of agriculture and other institutions. That article, it seemed to me, was a valuable one not only for the hints it contained on a single subject, but for the implication that valuable material on many subjects in demand at the reference desk of public libraries might be obtained free *if the librarian only knew where to send for it*. Similar lists, compiled by those who know, collecting the material issued by societies, colleges, state and federal governments and departments, on a given subject, would be of great value to the librarian of the small library.

In this connection I might mention that Purdue university issued, in 1898, a series of 24 leaflets on nature study, leading to the investigation of subjects relating to agriculture, horticulture, economic entomology, and the care of domestic animals, prepared by members of the faculty of Purdue university. These were designed for the teachers of the state, and no attempt was made to secure for them a wider circulation. Yet the series was a pioneer in the field, as will be seen by the date, and a number of them are still of value. The following is a list of the titles:

1. Coulter, Stanley. Introduction to nature study.
2. Coulter, Stanley. The study of the foliage leaf.
3. Coulter, Stanley. The flower as an object for nature study.
4. Plumb, C. S. The care of domestic animals.
5. Bailey, L. H. A children's garden. (Reprinted from the Cornell Series, by permission.)
6. Coulter Stanley. A chat about bugs.
7. Coulter Stanley. The Observation club, No. 1.
8. Ruby, Mrs. Jeanette D. Spring birds.
9. Coulter, Stanley. A country school garden.
10. Coulter, Stanley. A talk about trees.

11. Troop, James. A study of our insect enemies.
12. Duff, A. Wilmer. A talk about water-drops.
13. Huston, H. A. Climate in some of its relations to daily life.
14. Arthur, J. C. The germination of seeds.
15. Troop, James. Our insect friends.
16. Plumb, C. S. Butter making for young people.
17. About spiders and their curious ways. (Condensed from Morse's First book of zoology.)
18. Duff, A. Wilmer. The work of water.
19. Duff, A. Wilmer. Heat and what it does.
20. Snyder, Lillian. Our friends, the birds.
21. Troop, James. A children's vegetable garden.
22. Latta, W. C. An experimental farm for young people.
23. Latta, W. C. Points for a young farmer's club.
24. Huston, H. A. The care of the soil.

In April, 1901, a pamphlet by Dr Stanley Coulter, entitled *What experience has taught concerning nature study*, was issued as a regular bulletin of the university.

Other publications of the university which might be of interest to some of your readers are as follows:

Purdue university monographs. Series relating to public health, 1896

1. Burrage, Severance. The nature of sanitary science and its value to the state.
2. Burrage, Severance. Some sanitary aspects of milk supplies and dairying.
3. Burrage, Severance. On the purification of water supplies of cities and towns.
4. Burrage, Severance. Typhoid fever in Indiana and its possible connection with water supplies.
5. Burrage, Severance. Sewage disposal of cities and towns.

Purdue university monographs. Series relating to food, 1896

1. Evans, Percy Norton. Food adulteration.
2. Test, William H. State laws on food adulteration, with a brief bibliography.
3. Stone, Winthrop E. Dietary studies at Purdue university, Lafayette, Ind., in 1895.
4. Stone, Winthrop E. The carbohydrates of wheat, maize, flour, and bread, and the action of enzymic ferments upon starches of different origin.
5. Golden, Katherine E. Yeasts and their properties.
6. Golden, Katherine E. On bread and bread making.

- Goss, W. E. M. The engineering research laboratory in its relation to the public, 1897.
- McRae, Mrs. Emma Mont. Concerning the education of girls, 1897.
- Morley, Fred. Concerning civil engineering, 1899.
- Mount, James A. (governor of Indiana.) The need for higher education in agriculture and the industrial arts, 1899.

All of the above are still available for distribution, with the exception of No. 20, and will be sent gratis on application to the undersigned.

W. M. HEPBURN, Lib'n.

Lafayette, Ind.

Reference Work at the University of Illinois*

1 Rules

We find that the generous use of quite explicit typewritten directions explaining the rules of the library regarding reference books and the use of the catalog, relieves the reference librarian of a number of questions.

2 Periodicals

We regard all periodicals, bound and unbound, as reference books, and allow them to circulate only under the rules governing the circulation of reference books; i.e., they may be taken out whenever the library is closed and retained until the library reopens, but *no longer*, under penalty of a fine. Once in a long while, we allow such a book to be taken out during the day, but always for specific class purposes, and by the instructor or some other responsible person, and *always* with the proviso that it is to be returned at a stated time. We very seldom have any trouble in getting the book back at the time specified.

3 Reserved books

We have a system of reserving certain books not usually regarded as reference books, taking them from the stack, charging them to the special use for which they are needed, and placing them on open shelves in the reference room, with the shelves carefully labeled,

*Furnished for a symposium on Reference work before Chicago library club.

and a slip fastened in each volume, giving the name of the reserve. Instructors make out their lists, the period ranging from one week to an entire semester, and the classes are referred to these particular books. This helps very greatly to simplify the work of the reference librarian, as it renders unnecessary a large per cent of questions on class work, besides lightening very appreciably the demands on the loan desk. These reserves are subject to exactly the same rules as are reference books, and we find that the system more than repays any additional trouble by the relief which it affords both loan and reference desk. Why might it not very profitably be modified to meet the requirements of those public libraries which work with the schools?

4 Conversation room

We find that the use of a small room adjacent to the reference room, for purposes of consultation, both relieves the larger room during its most crowded times and helps us maintain quiet. We have had no trouble at all in restricting the conversation room to its legitimate uses.

5 Reading room

With the same idea in mind, we have separated the reference books from bound and unbound periodicals and newspapers, shelving them at opposite ends of the rotunda. Quite recently, we have brought from the stack and shelved on open shelves in the reading room, all of our bound sets of general periodicals, with a few classed periodicals, which are used very generally, such as educational, economic and the more popular scientific periodicals. Already this has relieved the work at the reference desk very appreciably, besides accustoming readers to an independent use of periodicals and their indexes. One set of Poole and of the Cumulative is kept in the reference room and a second set in the reading room.

6 Course in general reference

This is given early in the scholastic year by the reference librarian or her assistant to the general students (members of the library school do not take this course for obvious reasons) and has been popular and profitable. It is not at all technical and might, with modifications, be given for the benefit of high school and grammar grade pupils and possibly (?) to women's clubs. It has included an explanation of the classification, the use and purpose of the catalog, and the general reference books, dictionaries, cyclopedias, indexes, literary and other handbooks, atlases, biographical dictionaries. We do not include technical or special reference books, unless the personnel of the class warrants it. Such a course has worked both ways; it has relieved the reference desk of many of the very simple reference questions, giving time for work of a more complicated nature, and it has added to the working efficiency of the students who have taken it.

7 Attention called to new reference books

This is done in two ways: by shelving them in a conspicuous place, with a label reading "New reference books," and by sending often to the university paper short descriptive notes, giving the make-up, purpose and use of recent accessions to the reference collection.

8 Reading lists

We make in duplicate all reading lists, giving one copy to the person for whom it is made and retaining the second copy at the reference desk. To these are assigned subject headings and a bibliography card corresponding is put in the catalog. Readers have free access to these lists and are allowed to take them out for use.

9 Reference works

We interpret "reference book" very broadly, including any books likely to be consulted by many persons; e.g. classed biography, handbooks and concordances to authors, and most of the subject bibliographies.

Student Service in Ohio State University

Editor PUBLIC LIBRARIES:

In the last report of a prominent eastern college library a paragraph which interested me especially was the comment upon the fact that it seemed almost impossible to get good page service. It says:

In the month of December alone we hired 26 different boys in the effort to secure three. When it is remembered that it takes a lad at least 30 days to learn the subject-locations of the Library, the difficulties and perplexities of the situation are at once apparent.

In the library of the Ohio State university the problem seems to have been solved by the use of student help. During a series of years we have been fortunate in being able to secure students who have taken genuine interest in the work, and having entered early in their college course have remained until graduation. By using students we secure the services of helpers who are fairly well acquainted with books and generally who have a good knowledge of at least German and French. We are able to use such service not only for the strictly page work of bringing books from and returning them to the shelves, but also for the filing of cards (subject to revision), arranging newspapers and magazines, collating and the mechanical work of cutting leaves, plating and stamping. It has seemed to me that we have been able to get a superior class of help for very little more than would be paid to an ordinary page or messenger in a business office.

Since reading the above mentioned complaint, I have wondered whether or not the students in eastern schools do not care to work by the hour in order to make money. With us the very best students, both in scholarship and in social standing, are glad to do work of this kind. Naturally, boys with plenty of spending money do not give their time to it, but the fact of having

to work for spending money does not affect a boy's position. There is one objection to the use of student help, which I recognize, although I do not yet feel that it interferes with my use of it, and that is, the fact that being so close to the student body, they are often considered as being the persons of greatest importance on the library staff. I have found on various occasions that they were being consulted by students in all matters pertaining to reference work and other functions of the library.

The report on library administration in the A. L. A. *Conference Proceedings* of 1902 gives a very interesting statement of the use of student help, not only in university libraries, but in public libraries as well. My experience during the last five years has certainly proved the wisdom of the summary of that report that, "notwithstanding some adverse criticisms, it is the opinion of your committee that in many instances by employing college students for special work, intelligent and cultured service can be secured at a low cost; and that in general * * * a more intelligent worker can be retained at less cost, and without cumbering the staff with permanent employes who, as their time of service lengthens, will naturally clamor for advancement to positions for which lack of general education render them unfit. OLIVE JONES.

University library facilities are less ample and various west than east; but, so far as students' needs are concerned, the disparity is more apparent than real. All over the world old libraries consist largely of material which neither students nor professors, nor even investigators of the recondite, ever use. The books are simply lumber, not to be burned, yet requiring precious room, besides large expense for oversight and care.—E. Benjamin Andrews.

Notes from University of Michigan Sunday opening of college and university libraries

The question of opening the library of the University of Michigan on Sunday afternoons is being considered by the authorities of that university. Circulars and blanks have been sent to a selected list of college and university libraries asking for their experiences in the matter of Sunday opening, but we should also be glad to hear from any who may not have heard specially from us, in regard to this matter. Any librarian who has any practical illustration which he or she thinks might help in the campaign for greater privileges and an enlarged use of our library would confer a favor by letting us hear from them.

Special collection

The library of the University of Michigan has recently installed a collection of books of special interest to undergraduates. This is called the *Cap and Gown* collection and is shelved in the reading room. The labels used on the backs of the books are shield shaped and have the words *Cap and Gown* printed at the top. The books are classified by the decimal system, as is the rest of the library, and they cover such subjects as the conduct of life; advice to young men on the choice of a career; addresses to college students; topics of special interest to young women students; personal hygiene and physical education; college sports and games. There are descriptions of all the larger American colleges and universities, as well as books about Oxford, Cambridge and the Scotch and German universities. The books are allowed to circulate freely, and the section which has naturally been most in demand by the students is that which contains the college fiction and the books of special interest relating to the different colleges. There is a very complete collection of college verse, as well as all the published songs of the various colleges.

The library of the University of Michigan has printed the following as a placard for posting in the reading room. Extra copies have been struck off and will be sent to any librarian desiring them:

Mutilation of library books

A Yale student found guilty of mutilating newspaper files in one of the university reading rooms, has been expelled. This is not too severe punishment for a crime involving peculiar moral turpitude. The member of a college community who is capable of such utter disregard for the rights of his fellows, bids fair, in the broader field of life, to develop into a veritable enemy of society. Every college library suffers from the presence of the vandal type; and frequently the exasperating case arises where a class of perhaps half a hundred students, referred for "required reading" to a few pages in an old magazine file, will be held up in their work by the precipitate activity of the literary burglar. . . . And it is not only the disregard for the rights of others. There is the respect for the printed page which should dwell in the heart of the man whose business is with books.

—Editorial from the New York *Evening Post*, Feb. 8, 1907.

THEODORE W. KOCH, Lib'n.

Columbia University Contributions to Philosophy

Editor PUBLIC LIBRARIES:

There is some complexity about the form in which the *Columbia University Contributions* to philosophy, psychology and education are to be issued in the future, and after inquiry we have ascertained some facts which it seems useful to publish in your columns.

The *Columbia Contributions* began in May, 1884, and 12 volumes had been issued up to January, 1903, with the exception of Vol. 10, which was incomplete in three numbers up to February, 1905. Later numbers appeared as follows:

Vol. 10, no. 4; Vol. 13, no. 3-4; Vol. 14, no. 1-4 in Archives in philosophy, psychology and scientific methods (Science Press, N. Y.)

Vol. 13, no. 1-2, as Psychological review, monograph supplements (Macmillan).

Vol. 15, no. 1 (wrongly numbered Vol. 14, no. 3 [bis]), as Archives of philosophy, psychology, etc., no. 6, June, 1906.

Vol. 15, no. 2, as Archives of psychology, no. 1, November, 1906.

The Archives of philosophy, psychology and scientific methods are treated by the Science Press as complete in eight numbers, September, 1905, to July, 1906, inclusive; to be continued in the Archives of philosophy and Archives of psychology.

A letter received from R. S. Woodworth, editor Archives of psychology, reads as follows:

The Columbia contributions to philosophy and psychology generally appear in some other scientific series as well, and for the present at least it is expected that contributions to psychology will appear in the Archives of psychology, and the contributions to philosophy in the Archives of philosophy, no number of which is yet ready. Volume XIII, nos. 1 and 2, were the last to come out in the Monograph supplement series of the *Psychological Review*, and are to be obtained from the business manager of the *Psychological Review*, Johns Hopkins university, Baltimore—they are monograph supplements nos. 22 and 23, and had best be ordered as such. Bush on Avenarius and the standpoint of pure experience is correctly numbered Vol. 10, no. 4, this volume being reserved for papers in philosophy. In Vol. XIV, a mistake was made; it should contain only four numbers; Wells on Linguistic lapses should be numbered Vol. XV, no. 1.

It is certainly confusing and somewhat of a nuisance to find the same papers appearing in two series. There is little doubt that all or practically all of the future contributions will appear in the two Archives; these will of course contain other papers not emanating from Columbia university. As regards the Educational section, you can get information best from the Publication board of Teachers college, New York City.

As it is manifestly impossible to preserve the set of *Columbia Contributions* intact, when some of the numbers ap-

pear in the two series of Archives, we have determined to treat the original series as ceasing independent publication with Vol. 12, leaving Vol. 10 with only three numbers; the series to be continued as the two Archives named above and the Teachers' college contributions to education.

WM. STETSON MERRILL,
Chief Classifier.

Newberry library, Chicago.

Who Said It?

Editor PUBLIC LIBRARIES:

Dear Sir:—Our reading clubs are unable to find the author of the words—"United we stand, divided we fall"—and in their extremity wish me to apply to you.

They find it used many times as a quotation, but not the originator of the saying.

By replying in PUBLIC LIBRARIES, we will be grateful.

Very truly yours,

ELIZABETH ROGERS, Lib'n.
Swanton free library, Swanton, Vt.

Contributions of Books

Those who are disposed to help in bringing light into shadowy places may find an opportunity in the work of Miss J. B. Towles, R. F. D. No. 1, Box 10, Clyde, N. C., for the poor whites in the nearby mountains. Miss Towles writes to a friend: Please send me good reading—anything so it is good.

A Vote of Exoneration

A letter from Librarian J. P. Kennedy states that the investigation at the Virginia state library resulted in a unanimous vote of the Board that the charges against his administration were untrue.

When a library is subjected to such a discussion as this case has brought out in the newspapers, it is a direct injury to the library cause and the findings of the Board ought to receive wide publicity to offset the original statements.

Public Libraries

(MONTHLY)

Library Bureau	- - - - -	Publishers
M. E. AHERN	- - - - -	Editor
Subscription	- - - - -	\$1 a year
Five copies to one library	- - - - -	\$4 a year
Single number	- - - - -	20 cents
Foreign subscriptions	- - - - -	\$1.35 a year

Entered as second class matter at Chicago post-office.
PUBLIC LIBRARIES does not appear in August or September, and 10 numbers constitute a volume.

By the rules of the banks of Chicago an exchange charge of 10 cents is made on all out-of-town checks for \$10 and under. In remitting subscriptions, therefore checks on New York or Chicago banks or post-office money orders should be sent.

The library situation in higher institutions of learning—There is presented this month by a number of colleges and universities, statements of general interest to those librarians concerned in the various classes of libraries represented. While the place of the library in the scheme of organization of most of the higher institutions of learning is not usually indicative of the greatest appreciation on the part of the governing powers, at the same time there is evidence of an increase in a realization of its claim to be considered in providing for growth and activity, by these same powers. In their estimation it is still below the laboratories, though quite as necessary, if not more so, than they in the work of the classes. The librarians are, very often, expected to "make bricks without straw" and to be content with the crumbs that fall in the division of means among other departments. The librarians know best themselves, why they make no strenuous objections to such conditions. It seems unbearable to one who is simply looking on.

The organization of the New England college librarians ought to be effective in bringing to the fore the value of the college library in that section; but one

can think of a dozen other localities where some means of help for the situation is badly needed, though that is no reason why the New England colleges may not receive all the help the association can bring them.

The small libraries and government publications—Many small libraries will find it a matter of double value to investigate the material sent out by the United States departments, which may relate to the interests represented in the community which the libraries serve. For instance, the bulletins offered by the Department of agriculture, contain very valuable material, which would not only be helpful to the farming community of the country, but as a matter of fact, it is a duty that the library owes to the community and to the country at large, to see that this material reaches the people for whom it is intended. An examination of some recent bulletins revealed the fact that they present information that is really vital to the welfare of the country; such as, the bulletin dealing with the forestry situation in various states, with birds as insect destroyers, the enemies of shade trees and other miscellaneous results of the work of the various bureaus. Any library would be quite within its own province in sending to the Department of agriculture for a number of these bulletins, and making a special effort to distribute them, by mail or otherwise, to the farmers in the community surrounding the library.

A monthly circular, showing the publications of the Department of agriculture, will be sent regularly to all who apply for it to the Division of publications, Washington, D. C.

Publications for free distribution may be obtained on application to the De-

partment of agriculture, Washington, D. C. And the same is true of the most of the other departments. To obtain those publications to which a price is affixed, application should be made to the Superintendent of documents, U. S. printing office, Washington, D. C., to whom all remittances must be directed.

This is a subject well worth investigation for the library of small means, and also any library having an interest in the work.

Library legislation in Illinois—For the fourth time the effort to create a state department of libraries for Illinois has met defeat. More progress was made toward a successful ending this time, however, than ever before, and that against the greatest obstacles. Nothing beyond the introduction of a bill creating the department was done by those in favor of the measure, until March 1, though the opposition was actively at work from the beginning of the legislature. Various organizations in the state took up the matter vigorously in March and created such a force in favor of the bill that the opposition proposed a compromise which the author of the bill, unwisely many think, accepted on condition that the opposition to the bill should be withdrawn.

The compromise consisted in eliminating all reference to the state library throughout the bill except to say definitely that the state library should not be used in the proposed work as set forth in the bill. This amendment put the bill among those asking for new commissions and really was no help, if adhered to by the opposition, since there was a strong feeling against creating any more state commissions.

The bill both before and after amend-

ment "slept in committees" until almost the very last of the session, when it passed the House without a dissenting vote and went to the Senate. Here it was referred to the appropriation committee, Senator Gardner, chairman, where it was killed.

By patiently waiting and closely watching, the nature of the obstacles has been more clearly defined this time than ever before. If those concerned will profit by this experience and earnestly and openly set to work, the end is not far off. Many that were opposed to the bill this time will be in different situations two years from now. New friends can be made for the idea, by setting the facts plainly and effectively before the public on every occasion. The number in favor of education in Illinois is no smaller than in Indiana, Missouri, Iowa, Wisconsin and Michigan, which surround the state. Agitation will bring this phase of education to the attention of those to whom all this library machinery belongs and once the situation is understood by the people, it will very shortly be put on a proper basis.

The advertisers in PUBLIC LIBRARIES are, in every case, firms in which the librarians may have perfect confidence that all contracts will be carried out according to agreement. If, at any time, it is discovered that the contrary is true, notice of the same, sent to the paper, will be received with gratitude. We bespeak for those firms using our columns as an advertising medium trial orders to test their offers. In corresponding with the firms, we shall consider it a favor, if attention is called to the fact that the mention of material offered was found in PUBLIC LIBRARIES.

Municipal Reference Work

Chalmers Hadley, secretary Public library commission of Indiana

The great increase in number and public favor of legislative reference departments in State libraries, raises the question as to whether public libraries, especially in large cities, have not a distinct duty and a great opportunity to benefit themselves and the public, by establishing municipal reference departments. Not necessarily established and conducted precisely as are legislative reference departments, but along the lines of collecting and making more accessible, material and reports relating to municipal affairs, and then making this more available to the mayor, heads of departments, members of city councils and others who have enormous influence in the public library's progress through holding the public purse and deciding on the library's financial support.

The writer's lack of knowledge of the existence of any such reference department would not lessen the emphasis which should be placed on this work, for even a library too small to provide a separate department with a separate head, is not relieved from the responsibility of giving more attention and help to the arbiters of the city's and library's affairs. In the alacrity with which libraries respond to the demands of women's clubs, school children, factory girls and boys, should there not be more thought given to that important body of men, who too frequently view the library and its work entirely as outsiders, but who, in their power as city fathers, strengthen or weaken the library itself through their support?

Most people are so constituted that they believe an institution is of universal good if it benefits them personally, and vice versa. Nothing has so raised the importance and value of State libraries to the legislator as has the establishment of legislative reference departments. That department touches him personally, and the beneficent spirit which pervades him after valuable advice and help have been received, is inclusive in its scope and embraces not only the legislative

reference department, but the entire library. It has not taken many State libraries long to discover that their desires are frequently secured through the legislative reference department and its hold on the legislator. A municipal reference department likewise could strengthen the public library legitimately, through its personal contact and help given the municipal powers.

Since special departments with trained service have been provided for the legislature which meets but once a year, once in two years or even more infrequently, how much more of a duty and an opportunity public libraries have, for the city rules are with us always. Probably the amount of work done for them would not warrant the establishment of a distinct department, but its importance ought to result in special attention given it.

A recent letter from a public library stated: The fact seems to be that the city rulers have not come to think of the library as a factor in the education of the public. They recognize the necessity of schools, but apparently look upon the library as a luxury. If statistics were taken it would probably be found that not more than one-tenth of the members of city councils use the library regularly."

This is doubtless lamentably true, but should not disinterestedness on the part of these men act as a spur rather than a discouragement?

The position of a city ruler and of councilmen is unique in most municipalities. Genuine interest and even enthusiasm frequently attends the doings of state officers and legislators, but when we elect men to city councils, we regard our duty as done. In reality it should begin. Legislatures are tinged with national politics partly because of the power given them to elect United States senators. City councils have no such power, and a city's affairs should be conducted as any great corporation, on intelligent, wise and economical lines. Bitterly attacked from one quarter, and fulsomely praised from another, with little assistance from any disinterested source, and deprived of information regarding questions which

are being solved in other cities, is it small wonder that the upright, conscientious councilman who strives to better conditions, frequently lapses into the surrounding indifference and then decides to "quit politics?"

The fact that but "one-tenth" of the city officials frequent the library increases the library's duties to these tenfold, to provide the information which must suffice for the nine-tenths who absent themselves from the library and are unacquainted with its resources. Lack of interest from other classes of people have only stimulated the librarians to reach them. Too frequently we console ourselves by declaring our work to be with the future, that by inculcating the child with a desire to read and by encouraging that reading, libraries will shape and improve the next generation. This generation has questions to meet which cannot be postponed to future years, and delay only aggravates the situation. To-day's citizens are paying taxes for present library service, and this should be given now, and no service is complete which fails to include city officers in its provisions.

Every city of consequence publishes an annual report which contains information about every department of municipal work, with expenditures and information, regarding water-works, electric lighting, public parks, play-grounds, improved streets, sewers, elevated tracks, public health and numerous other important items. The great difficulty has been that there was any and every arrangement of material, and the most important information frequently was buried in the items of cost of bread and meat at the city hospital. The result has been that public libraries could not afford the time required to make the information available, and municipal reports are usually found stacked by the hundreds in the dust-covered 'basement of the city hall.

Lack of library attention cannot be so easily excused to-day, for there is a growing desire among cities, and a definite attempt has been started to make such in-

formation available through the use of uniform systems of reports. For several years, water-works statistics have been made available through the uniform system of reporting used by the New England Water-works association. The Electric light association, a national organization, now issues a system of reports and accounts for electric lighting. The American civic association gets up a system of forms for accounting municipal finances and hundreds of cities use these forms. This organization also issues forms for street-cleaning data, street paving and other improvements. An association in which many city officers are members, is the American Society of Municipal Improvements, which has a series of reports for many departments.

Doubtless great interest to librarians in particular, has been the attempt of city officers to get the information they need, and evidently which the tax supported library has not given, through the Municipal Officials Information Service. Those in touch with municipal affairs have felt the need of city officials, and the private service has given officers information regarding every branch of municipal activities, when many of these officers have worked in the very shadow of a public library. Information has been given upon membership in the service and the payment of an annual fee. While this service is in operation now, the demands made upon it by city officers are said to be small as compared to the number of such officers. The indifference to information on public questions partly accounts for this. Another cause is that city offices are constantly changing hands, and the new-comer is not aware of the existence of the service and the fee is not paid. Another obstacle is the lack of personal touch with the officer in some far-off city, and it is this which gives the public library advantage over any private enterprise.

The resources of State libraries existed before the opening of legislative reference departments, but it has been the personal attention and contact through

these departments, which have made the legislator acquainted with these resources. Would not special library attention to the needs of city officers and councilmen result in a closer relationship between them and the library? Doubtless this contact would be of mutual benefit.

A Library in a Reform School

Mary P. Farr, library organizer, Philadelphia

The article of Miss Carey in *PUBLIC LIBRARIES* for April on the libraries in the state institutions of Iowa, suggested to the writer that perhaps a few words concerning the work in one of the state institutions of Pennsylvania might not be out of place.

The writer was called upon to organize a library in the Pennsylvania reform school, Morganza, Pa. She pictured to herself a bare and barren building, with repulsive-looking inmates, and rather dreaded her stay there. Great was her surprise when she arrived to find a group of attractive buildings situated on one of the hills in western Pennsylvania. The grounds were a joy to look upon. During her stay she entirely forgot that it was a place of correction. It resembled more a large boarding school. On Sunday afternoon, as the boys and girls marched into the chapel, it was a pleasure to study their faces. Good, wholesome faces they were of boys who had never had a chance.

The work of the whole institution and farm is carried on by the boys. They have their industrial school, printing office, telegraph and typewriting offices, blacksmith shop, shoe shop, tailor shop, etc. Each boy learns a trade before he leaves the school. The girls, too, are taught their useful arts. They have their needlework, domestic science, laundry work, etc. Their building is a quarter of a mile distant, and on a pleasant afternoon groups of girls in dainty white aprons can be seen with the matrons among the trees, busy with their fancy work. Although the library is situated in the boys' school

building, the books are distributed to both boys and girls.

The first step in the organization of the library was the removal of the old-fashioned bookcases. The head of the industrial school brought in his staff of boys and built bookcases with movable shelves along the walls. The painter then came with his boys and stained the shelves in imitation of oak and tinted the walls a delicate shade of green. A prettier little library room could not be desired.

Meanwhile, the organizer and her assistant (one of the teachers who was to act as librarian) and two of the boys were working with the books. The old library consisted mainly of fiction, some well selected and some decidedly trashy, which were straightway weeded out, and \$250 were spent for new books. These were chosen with the idea of showing the boys and girls what good books really are, so that when they "go out" they might know what to look for in the public libraries. Books of recent history, popular biography, many books on handicrafts, books of birds, flowers and the trees, were selected. For the girls practical books on cooking and serving, books of how to make and do things, a few popular novels of the day, such as Rebecca of Sunnybrook farm, and Tillie, the Menonite maid, were chosen. For the little ones in the Kindergarten, Walter Crane's and Caldecott's illustrated books and some linen books were bought, for many of those children had never heard of Mother Goose. As far as possible the best illustrated books were purchased.

A card catalog and shelf list of the books were made, and the Newark charging system was installed. Heretofore the books had been exchanged every week, and practically no record of them had been kept.

The boys' school consists of six divisions, the girls' of two, each in charge of an officer, and each with its own schoolroom, dining-room and dormitory. The boys and girls assemble after sup-

per in their own schoolrooms, until half-past seven, when they file off to their dormitories, where they are allowed to read.

The bookcases, formerly in the library, were placed one in each school-room. A basket of 100 books was sent to each division to be kept in the bookcase and exchanged at the discretion of the officer in charge. The heavy paper book covers formerly used were discarded, much to the disgust of the officer, who prophesied early destruction of the books without them.

The organizer left the night the books were first distributed, but she hopes some day to visit the school to find out if the boys and girls who demanded *Alger* and the *Duchess* have ceased reading because their favorites were removed, or whether they are learning the true beauties of *Hawthorne's Wonder book*, or, *Alice's adventures in Wonderland*.

An Industrial Exhibit

Binghamton (N. Y.) public library

The Binghamton public library held an Industrial arts exhibit for two weeks in March. It was opened by the mayor and delegations were present from the common council, chamber of commerce and the labor unions. The total attendance was 7500 and the daily average was about 400.

The exhibit was representative of the leading manufacturing industries of Binghamton, and the processes, as well as the finished products, were on view. In some cases manufacturers sent men to explain details. The exhibit included scales, flour, glass, chairs, combs, silk, whips, perfumery, shoes, wagons, sleighs, tobacco, wood alcohol, etc.

In the silk industry, for example, the individual exhibit began with the cocoon and ended with the roll ready for market. In scales the individual exhibit began with the raw materials, the zinc, the pig iron, the copper, and gave various processes and forgings and assemblings until the finished scale was

reached. In the case of shoes, the exhibit began with the hide and went through 50 processes until the finished shoe was reached.

Information was given by printed bulletins of the countries drawn upon for raw materials, whip-making being a case in point, the East Indies, Texas and the frozen North being drawn upon.

Perfumery was an object lesson in the number of countries furnishing gums and oils.

A loom was installed and the making of a rug demonstrated. An electric motor furnished power for household devices.

A photographic firm developed negatives "while you wait."

A feature of the exhibit was the large percentage of men attending—business men and wage-earners who examined processes and raw materials with attention.

Public and private schools sent large delegations with teachers, who explained processes and taught geography and history at the same time.

The educational value of the exhibit was heightened by the presence of the library's large and excellent collection of Indian tools and pottery, allowing of a dramatic contrast between the aboriginal and twentieth century processes and products.

The exhibit attracted hundreds of persons to the library for the first time. Lists of books bearing on the industries represented were given visitors, and resulted in increasing the membership of the library.

The exhibit was complementary and supplementary of the work of the library, in the circulation of books relating to the commercial and manufacturing industries of the city.

W. F. SEWALL.

Statistics show a great increase in the number of books accessible to the people, but a careful study of conditions shows that many millions of people have no access to books.

A Trained Person in Charge of Condition of Books

Book mending has been greatly reduced in amount for libraries that are following the advice, "mend little; rebind early." The East Orange library is striving to mend books in accordance with the Newark plan as explained in PUBLIC LIBRARIES for April. We are noting any book that has to reappear in the mending room before it needs re-binding and are asking it "why"? Some of these puzzles we are carrying to Mr Rademaekers in the Newark bindery to explain. At his suggestion the members of our staff who are mending books and our apprentices have spent two Saturday afternoons in his bindery mending under his direction. The improvement in our mending is apparent. As one apprentice expressed it, "He used so little paste when he applied it with a finger!" This he does for some kinds of mending, for he can then place just the amount needed where he wants it. A few times Mr Rademaekers has visited our library and examined the mending done, and shown us how to clean books, etc. The economy to our library in having skilled criticism is beyond question. I think it would be money well invested for any library within reach to send its members to Mr Rademaekers for training. Other binders may be willing to give instruction, but often they consider their skill their capital. Mr Rademaekers is offering a course in bookbinding to librarians, or to any who are not intending to become professional bookbinders. The course includes 25 lessons, which may be taken, one, two or three each week, afternoons or evenings, as desired. The tuition fee for the full course, including material, is \$25, payable monthly in advance; less 15 per cent if paid in full at the beginning of the course. Extra or single lessons will be given at special prices. Of course this work is in line with Mr Dana's Notes on bookbinding, for all experimenting has been tested there and im-

provements put into practice at once. Mr Rademaekers learned his trade on the other side, has bound for the Book-lovers' library and others in this country before he became foreman for Emerson of Philadelphia. Now that he has bought out Emerson and is running independently, he aims to make his work a close second to Chivers. He has not yet gained Chivers' flexibility. But his binding wears well as far as our length of test can prove. He collates all books before binding.

As most libraries spend about one-third of their book money in re-binding, wisdom in its use brings large returns. One intelligent member of the staff to whom the charge of the condition of books throughout the library is given in a large sense, and who is specially trained for the work, will return her salary in less than two years in a library of 20,000 v., and many times over in a large library. She should have this \$25 course, or its equivalent. She should train every page or apprentice or member of the staff who mends a book. She should sort all books to decide which may be mended, which should be re-bound. And she should revise every book mended before it is returned to circulation. When properly in hand, books that can be mended without harming them for re-binding, should not be in the mending room over 24 hours. With us Miss Dayley, who is head of this department, sorts books that need repairing the first thing each morning. Then she revises all books mended the day before. She sends books to Mr Rademaekers once a month and they are returned in two weeks. She sends books to Mr Chivers about once in two months. All books before going to the bindery are glanced over by the head of our circulating department to see if any books can be set aside to rebind later, because we have copies enough in circulation, or to see if any can be discarded entirely. Miss Bayley goes through the book-stack at this time to see if any books have escaped the vigilant eye of the

persons who card the books, or of the page who shelves them.

The wear the book receives and the frequency of use determine the style of binding. All this requires that Miss Bayley keep in touch with Mr Rademackers, know his methods and so use intelligent judgment in her sorting of books. There is no department of a library that gives more evident returns for a skilled head who has been especially trained than does the bindery department.

FRANCES L. RATHBONE.

Free public library, East Orange, N. J., April 22, 1907.

A Binding Kit

The following is a list of things required in taking the binding course offered by New York library school at Albany:

- 1 17-inch job backer.
- 1 secondhand 24-inch cutter.
- 1 standing press.
- 8 laminated brass bd. boards, 8x12.
- 8 laminated boards, plain, 8x12.
- 1 24-inch sewing bench.
- 1 T hammer.
- 3 8-inch bone folders.
- 2 paring knives.
- 1 pce. $\frac{1}{2}$ -inch white tape.
- 1 bdle. Toledo No. 50, 20x30 mill board.
- 3 sides water-grain buffing.
- 1 pce. No. 0 silk headbands.
- $\frac{1}{2}$ ream litho. lining paper, 22x32.
- $\frac{1}{4}$ ream assorted marble paper.
- 1 backing saw.
- 1 15x18-inch cutting board.
- 1 13-inch binder's shears.
- 1 iron glue pot.
- 2 papers No. 00 needles.
- 5 lbs. ground glue.
- 1 pce. super.
- 1 pce. C 75 cloth.
- 5 lbs. No. 25 Hayes thread.
- 2 lbs. No. 20 Hayes thread.
- 5 lbs. 2-ply soft twine.
- 5 lbs. 3-ply soft twine.

Method of Sending Books to Bindery

Reported by Public library, Newark, N. J.
New York state library

1) Remove book slip; first compare its marks with those on pocket.

2) Underline in pencil first letters only of such words on title page as are to be put on back of book by binder. If pseudonym is used, write author's real name in pencil and underline first letter. Use author's surname only; shorten title as much as possible consistently with clearness.

3) Stamp or write "Bindery" on book slip under late date thereon. Add date of current day.

4) Arrange slips thus marked by kinds of binding to be given to the several books; keep each month's slips together.

5) For special bindings or notes to binder, write same on a slip of yellow paper—yellow, to distinguish from other notes— $4\frac{1}{2}$ x6 inches in size, and lay in front of book. On these slips are such notes as: Rush; See sample; Do not trim; Half red mor., red clo. sides.

6) When book returns from binder, write date of return, initials of binder and price in lower left corner of back cover; put in new pocket and mark it, return book slip to it, paste in book plate, compare title page and back for errors.

7) In a blank book, columns are ruled for all sizes and styles of binding; prices are given with each; this ruling occupies, in Newark, several pages, as bindings are charged to different departments, etc. On the return of a package of books from binder, in proper columns place the number of books in each style and size. At the end of the month add and check with binder's bill. At end of year add all months together for annual report.

It is while you are patiently toiling at the little tasks of life that the meaning and shape of the great whole of life dawn upon you. In resisting temptations you grow stronger.

The Source of the Proverb

The question in the March number of **PUBLIC LIBRARIES** as to the source of the saying, Charity begins at home, has brought a large number of answers, which show several things besides the source of the quotation.

The thing peculiar, in many instances, was the little note of advice and comment as to lack of information on the part of the inquirer.

As to the source which furnished the writers the information, Brewer's dictionary of phrase and fable seems to have been the court of last appeal in most of the answers. This authority gives Paul's admonition to Timothy:

Let them learn first to show piety at home, as the original source. Other sources given were Beaumont and Fletcher's, Wit without money, scene 2, line 21:

Charity and beating begin at home.

A Greek authority gives:

When your own courtyard thirsts, do not pour the water abroad.

A number referred to line 16 in Pope's *Umbra*:

Know, sense like charity, begins at home.

P. Terentius (185 B. C.) embodies the idea in *Andria*, act 4, scene 1, line 10,

Why should I give my property to you? Hark ye, I have a right to be my own best friend.

The Dutch have a proverb:

De liefde begint erst met zich zelven, and the Scotch,

Charity begins at hame.

In *Histrio-Mastix*, a play attributed to John Marston (1599) act 3, scene 1, line 65 et seq., occur the lines,

True charity beginneth first at home.

Here in your bosomes dwell your deer-lov'd hearts,

Feed them with joy; first crown their appetites,

And then cast water on the care scorcht face.

In Sheridan's *School for scandal* (1777), act 5, scene 1, the proverb,

Charity begins at home, also occurs.

There were a number of scattering answers, calling it an old proverb, several quoting Bohn's *Handbook of proverbs*, where it is given as a classical quotation, with its variations and interpretations in different languages.

The correspondence has been forwarded to Librarian, who may pay due heed and take her choice.

A Gift for a Library Site

An effort is being made to raise money for a library site for the proposed new building at Connersville, Ind., and the project is meeting with very good success. Citizens are contributing according to their means toward that end, and it is hoped that the whole amount may be raised through local contributions. A gift of 25 v. of *Practical arboriculture* has been made by the author, John P. Brown, who lives in Connersville. The proceeds of the sale of these volumes will be devoted to the library site fund. A special price of \$2 is made to libraries.

Libraries that wish to buy a text book for the benefit of their patrons on how, and where, and what, to plant for the rapid production of lumber and timber of all sorts, will find the information in these volumes. The books also show in how many ways the welfare of the entire country is being adversely affected by the wholesale cutting of timber, and makes a strong appeal for organized effort to restore much that has been destroyed. The books are illustrated with original photographs by the author.

E. C. E.

A little thinking shows us that the deeds of kindness we do are effective in proportion to the love we put into them. More depends upon the motive than upon the gift. If the thought be selfish, if we expect compensation or are guilty of close calculation, the result will be like the attitude of mind which invited it.

Library Schools

Drexel Institute

Mary L. Erskine, '04, visited the school April 11 and spoke to the students on her work as librarian of a public and of a college library.

Rosalie V. Halsey, '03, on April 13 gave a talk on Early children's books in America.

Mrs Lillian I. MacDowell, class of '95, who is librarian of the Pedagogical library, Board of education, Philadelphia, has compiled a catalog of that library, which has just been published.

A pleasant social evening was spent by the class at the library on April 8. A. Howard Ritter gave an informal talk on Extra illustration of books, after which the rare books and manuscripts belonging to the library were examined.

The students of the New York State library school, accompanied by the vice-director, Mr Wyer, and the registrar, Miss Sanderson, visited our library on April 15.

Susan K. Becker, '03, has been appointed assistant in the Public documents office, Washington, having successfully passed the civil service examination.

Mrs Mary E. Daigh, '06, has been appointed assistant in the New York public library.

Sara L. Young, '06, has been appointed assistant cataloger in the Free library of Philadelphia.

The students, accompanied by the director, visited the libraries of Baltimore and Washington, May 8-11.

ALICE B. KROEGER, Director.

University of Illinois

The annual report of the director of the Illinois state library school for the current academic year contains several interesting statements with regard to the membership of the two classes. In the fifth year class, 19 students have registered; of this number, one has left during the year to accept a position; two are doing partial work, one did not present complete entrance requirements,

leaving 15 as candidates for the degree of B. L. S. Eleven of the class hold bachelor's degrees, representing nine colleges besides the University of Illinois. Nine states are represented, California, Illinois, Iowa, Kansas, Missouri, Ohio, Pennsylvania, South Dakota and Wisconsin; Illinois furnishing nearly one-half.

In the fourth year class, 25 have registered during the year, representing eight states, 16 students coming from Illinois. Thirteen students have bachelor's degrees from 12 colleges other than the University of Illinois. Two are candidates for the degree of A. B. in library science in June, 1907. Four have withdrawn during the year.

The student record kept at the library school gives the following facts relating to positions to which graduates and former students of the library school have been appointed, since the preceding annual report: to university and college libraries, 18; to normal schools, 7; to public libraries, 25; to library commissions and state libraries, 3; as instructors in library schools, 4; to special libraries, 5; giving a total of 62 positions filled during the year from May 1, 1906, to May 1, 1907.

The following items of personal news may be of interest to readers of PUBLIC LIBRARIES:

Jessie Ogden, Armour library school, 1894-95, has been appointed order clerk in the Seattle (Wash.) public library.

Ada Patton, 1902, is cataloger in the Carnegie library of Charles City (Iowa).

Marietta Street Price, 1903, is organizing the St. Charles (Ill.) public school library.

Helen A. Bagley, A. B. 1905, has been appointed assistant librarian at the Oak Park (Ill.) public library.

Elizabeth Forrest, 1906, is organizing the Eagle Grove (Iowa) public library.

Mary McLellan Snushall, A. B. 1906, is teacher and librarian in the Instituto Inglés, Santiago, Chile.

FRANCES SIMPSON.

Pratt institute

The Easter vacation was occupied, as usual, by the annual visit to libraries, this year under the guidance of Miss Rathbone.

At New Haven, Yale university and the Public library were visited; at Hartford, the Public and Watkinson libraries; and at Springfield, the library of the Library association; and the party reached Boston Saturday evening, and had a day's rest at the Hotel Nottingham before proceeding to the most arduous part of their work in the visits to Boston and outlying libraries. Simmons college, the Boston Book Company's rooms, the Boston, Medford, Cambridge, Somerville and Brookline public libraries, the A. L. A. headquarters and Boston Athenæum, Harvard university library and other university buildings, and Library Bureau, were all visited between Sunday and Friday noon, with Sunday, all the evenings, and one afternoon free for personal sightseeing.

Providence was visited on the return trip, and the Public library, Athenæum and Brown university closed the record of the week's opportunities. Good weather, with the exception of Sunday, characterized the week, and the party returned refreshed and ready for the spring term. Everywhere librarians had shown a readiness to give the information wanted and make the explanations, which constitute a great part of the profit of such a journey; and in several libraries "rest and refreshment" were added to the program, and heartily appreciated.

The lecture course by visiting librarians came to an end in March, with A. H. Hopkins' account of the new building of the Carnegie institute at Pittsburgh. The account was accompanied and illustrated by very detailed plans. After the lecture and the customary informal reception, a story was called for, and the lecturer told of his adventure with a mountain lion in the Bitter Root mountains last autumn.

The local visits to libraries began in April with visits to the DeKalb and Williamsburgh branches of the Brooklyn public library, on April 5, and will not be finished till June 7.

On April 13 the school entertained the New York state library school after its visit to the Pratt institute library, and on April 18 a meeting of the Long Island library club was held in the library school rooms.

The annual course of lectures by W. R. Eastman on Library buildings was given during April and examination on the same took place in May.

Children's librarians

The demand for children's librarians is much greater than the supply, apparently; and the school, being unwilling to fill such positions with graduates who have not specialized in the work to a greater degree than is possible in a one-year course, has decided to make the following experiment: Beginning with this year's class, any graduate who shows aptitude for work with children and who wishes to fit herself for it, may have a six months' apprenticeship arranged for her by the school, in the Pratt institute library and other libraries where the work with children is a feature and carefully supervised, giving half her time to the library with a nominal salary, and part of the remainder to the investigation of vacation schools, public playgrounds, kitchen-gardens, etc., covering the various public activities that have to do with children. Reports from herself and from the employing libraries will be called for, and at the end of the six months, if these are satisfactory to the school, the graduate may be recommended with confidence as a children's librarian. In this the school is simply attempting to meet a condition which evidently exists, not to resume its formal course for children's librarians, which was given up several years ago. The opportunity is open also to former graduates whose leanings and aptitudes point to work for children.

Movements of graduates

Julia Heath, 1906, has been engaged as assistant by the John Crerar library, Chicago.

Julia Pettee, 1895, has been engaged to reclassify and recatalog the Rochester (N. Y.) Theological seminary library during the summer, with a staff of assistants.

Kathrine Rutherford, 1906, has been engaged as permanent assistant by the Osterhout library at Wilkesbarre, Pa.

Susan Foote, 1894, is cataloging a special collection at the Bryson library, Teachers' college, New York.

Annie L. Shiley and Margaret C. Upleger, 1907, have been appointed catalogers in the office of the Superintendent of documents, Washington, and entered upon their work May 1.

Harriott E. Hassler, 1898, will give a course of lectures on library work for children before the Winona institute library school, at Indianapolis, Ind.

Isabel D. Emerson, 1904, was married on April 10 to Abraham Underhill Whitson.

Mary E. Wood, special student, 1906-07, has received a gift of \$1,000 from Hon. Seth Low, for the library of Boone college, Wu-chang, China.

Librarians

Janet Bird, 1894, has been appointed librarian of the South Norwalk (Conn.) public library.

Clara Field, 1905, has been appointed librarian of the Public library at Oxford, Cal.

Sophie Hulsizer, 1905, has been appointed librarian of the Public library at Hazelton, Pa.

Harriet McCarty, 1898, has been appointed librarian of the Public library at Sewickley, Pa.

MARY W. PLUMMER, Director.

Western Reserve university

The work of the class in making illustrated bulletins was criticized and commended in an interesting and helpful talk on April 4 by Mr Farnum of Cleveland school of art.

A visit to the Willson public school,

to see the school use of books from the Public library, and Miss Burnite's lectures given during the month, completed the course on Work with children.

On April 16, Samuel H. Ranck visited the school and told the students of the work of the Grand Rapids library.

Bessie Sargent Smith gave a talk on Librarian's reading on April 17.

The binding and repair course was given April 22-27, by Mr Hollands, superintendent of binding in University of Michigan. The students each carried two books through the various processes and have the bound books to show the result of the course. Mr Dana's bookbinding exhibit was displayed at the same time in the lecture room, and added very greatly to the enthusiasm for the course.

WM. H. BRETT, Dean.

University of California

The University of California has completed its arrangements for a Summer library school and the opportunity is full of promise for an interesting session. The departments of the university will co-operate in the subjects related to library work. Mary L. Jones, formerly of Los Angeles public library, will be director, assisted by Mary L. Sutcliffe, Mabel E. Prentice, Joy Lichtenstein and other well-known California librarians. For all information and terms address, J. C. Rowell, University of California, Berkeley, Cal.

University of Minnesota

A summer school for library training will be held at the University of Minnesota, June 17-July 26. The school is open only to those holding library positions, or under definite appointments to such positions, and to teachers or students in charge of school libraries. The aim will be to give the foundation principles of technical work, with a broad view of the possibilities of the small libraries. The course will be under the direction of Clara F. Baldwin, secretary of the Minnesota library com-

mission. Other instructors will be, Mrs K. M. Jacobson, Margaret Palmer and Maud van Buren. Lectures of general interest will be given.

Information regarding registration, rooms and board, will be given on application to the secretary of the commission, St. Paul, Minn.

University of New Jersey

The New Jersey library commission announces the second session of its summer school for library training, to be held at Asbury Park free library, June 17-July 20, 1907. There will be no examination for entrance. The course will be free to anyone holding a position, or under appointment to a position in a New Jersey library. All lectures will be free and will be under the direction of Miss Askew. Other lecturers will be, Miss Hitchler of the Brooklyn public library, Miss Kroeger of the Drexel library school, Miss Hunt of the Brooklyn public library and Miss Rathbone of Pratt institute.

Board may be had at the Hotel Royal at about \$5 to \$6 a week.

Those desiring to take the course, or wishing further information, should make application, before June 1, to Sarah B. Askew, State library, Trenton, N. J.

Simmons college

A summer school for the study of general methods of library work will be held at Simmons college, Boston, July 9-August 17. Instruction will be given largely by lectures, to be followed by practice, and will be so arranged that the courses in cataloging, classification and reference may be taken separately. The work will be under the direction of Mary E. Robbins, assisted by Harriet R. Peck and Zaidee Brown. Other lectures on various topics will be given from time to time.

The class will be open only to women now holding library positions, or under appointment to library positions. Tuition, \$20; single courses, \$5 each; board, \$7 a week, upward. Application should be made before June 15.

Library Meetings

Chicago—For the last meeting of the year the Chicago library club met for dinner on Thursday, May 9. Sixty-eight sat down at half-past six and enjoyed a sociable hour. At the close of the dinner the president, C. B. Roden, called the meeting to order. Mr Roden introduced General Girard, a retired army surgeon, who has recently come to Chicago to have charge of the department of medical science of John Crerar library. General Girard acknowledged the introduction in a few words and expressed in army terms the conditions he found at his new "post." James Lane Allen, a well-known Chicago lawyer and cousin of the author of the same name, followed with a dialect story and a poem. Mrs Rae, who has charge of the Thomas Hughes room for young people of the Chicago public library, responded with one of her own sketches in dialect.

The report of the nominating committee was read by Mr Merrill of the Newberry library as follows: president, Irene Warren, librarian of the School of education, of Chicago university; first vice-president, Julius Stern, member of the Board of directors of the Chicago public library; second vice-president, William E. Lewis of the Library Bureau; secretary, Ellen Garfield Smith of John Crerar library; treasurer, Mary L. Watson of the Newberry library. The ticket was voted as read. Miss Warren accepted the office of president and in a few words gave hints of her plans for the coming year. ELLEN GARFIELD SMITH, Sec'y.

District of Columbia—The one hundredth regular meeting of the Library association was held in the lecture room of the Public library, April 17, 1907. Thirty-five members of the New York library school, who were in the city on their tour of inspection of the libraries of Washington, were present at the meeting.

Library of state department

Wm. McNeir, chief of the Bureau of rolls and library of the State depart-

ment, described the bureau of which he is in charge: The Department of state is the successor of the committee on foreign correspondence, which was in existence prior to the adoption of the constitution, and as such acquired much of the valuable material which necessitated the establishment of a Division of rolls, which was the custodian of the papers and journals of the Continental congress, the papers of Washington, Jefferson, Madison and others, which have since been transferred to Library of Congress; this division is still rich in historical material, being the custodian of the Petition to the king, the Articles of Confederation, the Declaration of Independence, the Constitution, original acts of congress from the first congress to date, the original proclamations and executive orders; papers relating to the various claims commissions, arbitrations and boundary surveys. Mr McNeir described in some detail the present condition of the manuscript copies of the Declaration of Independence and of the Constitution. The library proper is the outgrowth of a resolution of congress passed in 1789, directing the secretary of state to procure files of the statutes of the several states. Though the library has been extended beyond a collection of state laws, it is still mainly a working library for the secretary of state and his assistants. It is especially rich in the material upon the law of nations in all its branches, viz.: public, private and maritime law, arbitration, extradition, neutrality, naturalization, as found in text-books, treaties, memoirs and theses, as well as in the more important periodicals; in addition, much has been collected upon the history of foreign countries, foreign biography and early history of this country. In 1875, when the library was moved to its present quarters, a librarian was appointed for the first time. The library is supported by an annual appropriation of \$2000.

Library of war department

James W. Cheney, librarian of War department, presented a complete his-

tory of the library of that department from its origin, in the last decade of the eighteenth century. In 1888 the library was moved to its present quarters in the west wing of the State, War and Navy building, admirably designed for library purposes, with a capacity of 50,000 books, conveniently arranged on four floors, the upper three surrounding a central well. Charles Lanman, author and artist, was one of the early librarians. Of former librarians, Mr Cheney gave interesting reminiscences. After a century of civilian administration, military supervision was established in 1894, with Gen. A. W. Greeley in charge. Beginning at that time many improved methods of administration were introduced. Systematic efforts were made to collect valuable material relating to military science and history. By a judicious process of selection and elimination, the whole collection was intensified along military lines. Fifteen finding-lists and subject catalogs were issued. The circulation of loans was extended to army officers at distant posts. An invaluable collection of civil war negatives and photographs, including the famous Brady set, that cost the government \$25,000, was rescued from imminent destruction, arranged and cataloged. It is only within a few years that the modern card catalog has been in practical operation in the library. The printed cards of Library of Congress were adopted in 1903. In 1897 a modified form of the expansive system of classification was tried, making it very easy to adopt Library of Congress system in 1904 soon after the introduction of Library of Congress cards. In closing, Mr. Cheney gave a summary of the special features of the library, among them being: a large collection of printed rosters and official reports in connection with early American wars; 23 original orderly books of the American revolution; a convenient finding-list of publications, covering state participation in the civil war; a unique collection of newspaper clippings on the Spanish-American war, compris-

ing 20 large volumes—the only set in existence; official gazettes of Madrid, Manila, Havana and Porto Rico; official and unofficial war photographs; and a complete file of the original journals of both houses during the first 14 congresses.

Charles W. Stewart, the last speaker of the evening, stated that naval books had been acquired for the navy by gift, purchase and exchange from 1794. In 1798 the books and records were taken from the war department and transported by wagon to Trenton. In 1800 the books were brought to Washington. The principal collection was in the office of the secretary of the navy and it remained there until about 1881, when the department moved into the State, War and Navy building. In the new building, the library was given commodious quarters. To the books from the secretary's office were added those collected from the other bureaus of the department. In 1884 the office of naval war records was combined with the library. Prof. Soley outlined the work of collecting, combining and publishing the Official records of the Union and Confederate navies in the war of the rebellion. Up to this date the records have been more than two-thirds published, and the library more than two-thirds reclassified by the expansive system. The library is rich in all that relates to naval history, practice and customs; it contains an especially valuable collection of naval and military trials. For current accurate accounts of naval affairs the library finds the *New York Herald* and the *London Times* very valuable. The collection of manuscripts includes the papers of the officers of the old navy and the papers of a number of officers of the Union and Confederate navies. Especially valuable are the papers of Commodore Rodgers, of John Ericsson, copies of the British courts martial in the cases of the *Serapis*, and papers relating to the battle of Lake Erie and of Lake Champlain. The Geo. H. Preble collection contains United States naval

tracts, pamphlets and navy registers. A special effort has been made to collect portraits and documents relating to John Paul Jones.

EARL G. SWEM, Sec'y.

Iowa—The Library club of Iowa City, Ia., held its May meeting May 7. The principal paper was read by Miss Webber of the Public library, her subject being: Rural extension through the county library.

Mrs Bessie Parker Hunt told one of William Allen White's stories. A social session followed.

HELEN McRAITH, Sec'y.

Massachusetts—The Southern Worcester library club met on Tuesday afternoon, April 23, at the Public library, Hopkinton. The meeting was in charge of the club's president, Miss Sornborger. Mrs Charles Holman pleasantly welcomed the visitors.

Some consideration was next given to the subject of the continuation of the club, and the form it should take if continued. While it has been in existence since March, 1906, there has been no formal organization. The meetings have been arranged by the acting president and secretary and their slight expense has been borne by the librarians that have entertained. After some discussion it was decided to make no change for the present, the past meetings, owing to the enthusiastic interest of the president, having been so successful.

A paper was read by Bertha Franklin, librarian of the Bellingham public library, on Work in a small library. It was a most interesting paper, showing how much could be done with little money and few books. Dennison tags were used for borrower's cards, brown cambric for bulletin boards, and other little devices that showed originality of method. General discussion followed. Zaidee Brown of the Brookline public library then gave a talk on Charging systems. Starting with a general summary of the needs and uses of such systems she enlarged in detail on the

"Newark," the "Brown" and the "Slip" systems, showing illustrative material. It was a clear, helpful talk, suggestive in many ways. After some questions and discussion the meeting adjourned.

BEATRICE PUTNAM, Sec'y.

New York—The twenty-second annual meeting of the New York library club was held May 9. The officers for the ensuing year and four members of council to serve four years were elected: President, Victor H. Paltzits; vice-president, Theresa Hitchler; secretary, Elizabeth L. Foote; treasurer, Silas H. Berry; members of council, Elizabeth G. Baldwin, John Cotton Dana, Frank Weitenkampf and Alice Wilde.

The address of the evening was by Prof. E. L. Stevenson, of Rutgers college and Columbia university, on *The world as it has appeared to the great map-makers*, and was illustrated by stereopticon. The address was most interesting, revealing the method of thought of the times when the maps were made. The old Greek maps, of which there are none extant, but of which we have very accurate descriptions, were circular in form and without projection. The Roman maps were rectangular and essentially practical, being very little more than road maps of the empire and, hence the world. During the early middle ages the T. O. idea, as it was called, predominated. That is, a capital T superimposed on a circle represented the earth, Europe lying across the top and Asia and Africa on either side of the upright. In all the maps of the middle ages the east was the top of the map, for "the Garden of Eden lying toward the East" was represented immediately below the figure of Christ, which usually surmounted the map. During the fifteenth century appeared the heart-shaped maps, the earliest attempts to represent the entire surface of the earth. With the portolanos, or port charts made by sailors, the custom changed to the present one of placing the north at the top. The stereopticon slides gave examples

of all the early forms, and showed representations of the marvelous inhabitants of distant regions described by Marco Polo and other early travelers and faithfully reproduced by the map-makers.

ELIZABETH L. FOOTE, Sec'y.

Texas—The fifth annual meeting of the Texas library association was held in Carnegie library, San Antonio, April 18-19. Mrs Charles Scheuber, librarian of the Carnegie library, Fort Worth, gave the president's address, making a strong plea for the appointment of a library commission for Texas. Various topics were discussed with reference to the library situation in Texas.

The authorities of the University of Texas were asked to provide a summer course in library instruction and, until an answer is received from the university, the matter of library institutes will be held in abeyance.

There is great need of something being done in the line of library instruction but there is no occasion for duplication in the work.

The question of a district meeting of the American library association, embracing New Mexico, Arizona, Indian Territory, Arkansas, Louisiana and Texas, which has been proposed by that association, was referred to a committee for consideration. The report on the state library commission showed that the bill had failed, not because of opposition, but because there was not sufficient interest in the subject to keep it before the members of the legislature.

Addresses were made on the following subjects: Relation of the library to the public school; Work of the state archivist; Cataloging; Book loaning.

The following officers were elected: President, Mrs Charles Scheuber, Carnegie library, Fort Worth; first vice-president, Benjamin Wyche, Carnegie library, San Antonio; second vice-president, Mrs William Christian, Houston; treasurer, Gertrude Matthews, Carnegie library, Waco; secretary, Julia Ideson, Carnegie library, Houston.

New England College Librarians

The first regular meeting of the New England college librarians was held in the Rogers building, Massachusetts institute of technology, Boston, Saturday afternoon, April 20.

Dr Robert T. Bigelow, librarian of the institute, presided. It was voted that any person connected with the library of an academic degree conferring institution in New England is entitled to take part in these conferences. There were 40 persons present, representing 19 colleges. Four groups of subjects had been suggested for discussion, but time limitations allowed the discussion of only Uniform subject headings and Departmental libraries. In the matter of subject headings it was decided to await the appearance of the new edition of the A. L. A. list of subject headings, which Mr Lane intimated might be expected within a year. In regard to departmental libraries the general impression seemed to be that they were of two kinds: 1) Those in large universities where such libraries are of a size to warrant separate control from the main library, in which case they are decidedly advantageous. 2) Those in the smaller colleges, where departmental libraries are collections of books scattered about without proper attention or care, in which case they are not of the greatest service unless the books are bought from departmental appropriations and not from the library funds.

The invitation of Mr Lane, librarian of Harvard university, to meet at Cambridge in November was accepted.

LOUIS N. WILSON, Sec'y.

The meetings of the N. E. A. will be held in Los Angeles, Cal., July 8-13. A half-fare rate is offered good until September 15. The Library department will hold three sessions July 9, 10 and 12.

Two sessions will be held jointly with the department of administration and with the department of Normal schools respectively. Librarians are invited.

News from the Field

East

George L. Lewis of New York has been appointed librarian of the Public library of Westfield, Mass.

Edna F. Winn, Simmons, 1906, has been appointed as an assistant in the library of the Massachusetts institute of technology, Boston.

The forty-seventh annual report of the Public library, Worcester, Mass., reports a home circulation of 263,191 v.; reference use, 104,253 v., with 157,546 v. on the shelves; active borrowers' cards, 24,221; new registration, 4724. The total expenditures for the year was \$46,796.96, of which salaries were \$24,938.93; books, \$9351.43; periodicals, \$1626.65; binding, \$3023.69.

There are 17,174 unbound pamphlets. Only four volumes were stolen from the open shelves during the year. In the children's room 7809 v. show a circulation of 149,346 v. Nine exhibits were held in the library rooms during the year.

Central Atlantic

Georgette Ross, New York, 1906-7, has been appointed assistant children's librarian of the District of Columbia public library.

Mary Murray, for some time assistant librarian of Public library, Niagara Falls, N. Y., has been elected librarian to succeed Mrs A. B. Barnum, who resigned to be married.

Carl P. P. Vitz, New York, '07, formerly in Cleveland (O.) public library, has been appointed assistant librarian of the District of Columbia public library.

William P. Pepper, a trustee of the Philadelphia free library from its beginning, died April 27, after an illness of several weeks. He always took an active interest in the advancement of library work. He was specially distinguished for his efforts to have the tariff removed from foreign works of art.

An exhibition of a selection of recent work of the Public drawing school of Newark was shown in the Newark public library, May 6-17. The exhibition included art-craft, work in modeling and designing, together with examples from the general art, mechanical and architectural departments.

The New York public library has sent out to the various music clubs, societies and teachers in that city, a circular calling attention to the material relating to music and its accessibility in the main library and also in its branches; collections of these may be borrowed through the traveling libraries department.

The report of the Orange (N. J.) free library records 23,803 v., of which 2656 were added during the last year. A number of unique features, illustrative of the interest the public have in the library, are reported. 77,440 v. were circulated, 37 per cent of these were from the children's room. A need of more books, for this department, is strongly urged.

A "proof copy" of the report of the committee on administration of the Carnegie library of Pittsburgh for the year ending Jan. 31, 1907, has been received. The report of the committee consists chiefly of an historical statement of the aims and the development of the library. The following statements are also made in regard to the city appropriation:

We are constrained to speak of the amount of money asked for this year from the city for the support of the library, and would state that when the first estimate was made of the funds needed to carry on the work, the committee and librarian had cut down the amount to \$268,000, not seeing their way clear at the time to do with any less than that amount. This, after various siftings and parings, and doubtful trials at saving, was reduced by the Executive committee to the amount of \$250,000. . . . The city authorities deemed it best to reduce the

amount of money asked for from \$250,000 to \$200,000, thus giving us \$68,000 less than we knew would be required to operate the library as it should be operated. We believe that when the relative position of Pittsburgh among other large cities in the matter of wealth is considered, and also her position in the clearing-house, no one could think us unreasonable to ask for the amount we did. However, the curtailment of this amount to a figure so far below our estimate, has made it utterly impossible for us to open the select reading room, the children's room, or the new technological department. . . . We have the books belonging to the technological department, but they cannot, without using the new rooms provided for the purpose, be made as available as they should be.

The librarian reports that the number of library agencies for the year was 170, including branch libraries, deposit stations, schools, home libraries, etc. In spite of the fact that the central children's room remained closed throughout the year, and that the central loan department was closed for more than five months on account of building operations, the total home circulation was 762,190, a gain over the preceding year of 100,299, or a little more than 15 per cent. There were added during the year 44,605 v. and 2450 pamphlets, resulting in a net gain of 32,110 v. and 1953 pamphlets. The total number of volumes on shelves at the end of the year was 246,161. The total number of books and magazines circulated and used in reading rooms was 1,463,207.

Central

The Willoughby (Ohio) library was opened to the public April 6. The work of organization was done by Mrs Julia G. (Erwin) Babcock, who has been elected librarian.

The Public library of Quincy, Ill., recently held a picture postal card exhibit. The collections were attractive; the most interesting was that in which the first

style of library architecture throughout the country was displayed.

The report of the Michigan City (Ind.) public library shows a circulation for the last year of 37,396 v., of which 38.6 per cent were from the juvenile department; the adult fiction was 50 per cent of the entire circulation; number of books on the shelves, 935,000.

Katherine L. Sharp, for ten years head librarian at the University of Illinois and director of Illinois library school, has resigned her position. What her plans are is not definitely known. For the present she will make her home at Lake Placid, N. Y.

Carrie E. Scott, New York, 1905-06, has been appointed assistant state organizer for the Public library commission of Indiana. Miss Scott was in the Indiana state library for two years. During the past year she has had work with children and with schools, with the Pittsburgh Carnegie branch libraries.

The annual report of the Public library of Clinton, Ia., shows a circulation for last year of 58,740 v., with 11,480 v. on the shelves. Branch libraries have been opened in two schools of the city, with very gratifying results. A successful effort in connection with the work is the staff meetings. Genevieve H. Murphy, who has been connected with the library since it opened, was made librarian during the past year.

The twentieth annual report of the Burlington (Ia.) free public library shows a total of 27,154 v. on the shelves. The circulation for 1906 was 71,202 v., of which 21,173 were from the juvenile department, and 5176 in the schools; 1758 v. were added during the year, 1050 of which were gifts. A printed catalog of the books on engineering and kindred subjects, belonging to the Potter memorial library, has been prepared and sent to the mechanics and engineers of the city.

Miss Wood, librarian in charge of the Blackstone branch library, Chicago, has organized a library league, which is

yielding very satisfactory results. The league is in close touch with the public schools in the vicinity, and the teachers and principals are responding readily to overtures from the league. The league has been the means of adding several hundred new names to the borrowers' register. The number of children has gone much beyond the expectations of the librarian. A public meeting of the members of the league is planned with a stereopticon lecture.

The Rockford *Republican* gives the following statistics relating to population and library appropriations in the towns in Illinois mentioned:

	Pop.	Appro.
Peoria	56,100	\$18,000
Quincy	36,252	5,000
Springfield	34,159	14,000
Rockford	31,051	13,800
Joliet	29,353	8,000
Aurora	24,174	8,500
Bloomington	23,286	7,900
Decatur	20,754	7,000
Rock Island	19,493	6,300
Evanston	19,259	9,426
Galesburg	18,607	6,000

The John Crerar library of Chicago announces that it has made arrangements which will provide space in the main library for its recently acquired department of medical sciences, now at The Newberry library.

The accommodations will include a reading room for 40 seats, which will be known as the Senn room, and in which the Senn collection will be placed, and enough additional book stacks to make the total capacity some 275,000 v. The library now has, including medicine, over 200,000 v.

If possible, the transfer will be made in August, when The Newberry library is closed for two weeks.

The fifteenth report of the Northwestern university library, prepared by Lodilla Ambrose, covers five years during which no report on the library was published. In 1905-06, the accessions, 5216 volumes, exceeded those of any other one of the 19 years in which

Miss Ambrose has been in charge of the library, and the total number of volumes reached 63,205 (pamphlets, 41,000), three times the number at the beginning of this period. The book fund for 1905-06 was \$10,650. Statistics show a marked increase in the use of the library from year to year, an increase 8.5 times as great as the rate of increase in the number of students. The library is open 13 hours a day, and in 1905-06, the reading room was used by an average of 552 persons daily.

Classification and recataloguing on an adequate basis are under way. The use of printed cards on a large scale has made possible great advance toward the much-needed unification of the library. Tabulated facts show the percentage of the library income devoted to the book fund and to salaries for a series of years. These interpreted mean service under such conditions as precluded thorough administration as understood by library experts, yet in this year, 1905-06, with a staff of seven, the recorded use of books increased one-third, and the number of persons using the reading room 43 per cent over the preceding year, and substantial progress was made in the permanent organization of the library.

South

Mary E. Dunham, New York, 1902-03, now first assistant in University of Texas library, will spend the summer in assisting to recatalog the library of Rochester theological seminary.

According to the provisions of the new city charter of Dallas, Texas, the public library, of that city, will receive hereafter $1\frac{1}{2}$ mills city tax for library purposes. This will give an income of something over \$7000 the first year, gradually increasing with the growth of the city.

The second annual report of the Public library of Jacksonville, Fla., reports a total circulation of 86,646 v., divided, 57,566, the white adult, 22,584, white juvenile, and 6496, colored; card holders, 6108; receipts \$8354, of which \$6475

was raised from the tax; expenditures for the year: salaries, \$3679; books, \$1993; periodicals, \$229; light, \$215; binding, \$129.

This is the first report in which a full year's operations are recorded, the library having been opened June 1, 1905. All departments show steady and consistent growth. The principal event of the year was the establishment of a full-fledged children's department, in which citizens aided by contributing \$1,000 for new children's books, and also pictures and furniture.

"One of the most gratifying features of the year's work has been the very large increase in the amount of reference work. . . . A very considerable work with the schools has been done. . . . Comparatively few of the colored people use the library compared with the number in town. If the time should come when a special branch could be provided for them, undoubtedly the colored people would use the books more freely and to better advantage. . . . The library has been open a part of every day since its initial opening."

Pacific coast

Julia W. Blandy, Drexel '97, has been appointed superintendent of branches in the Los Angeles public library.

Rebecca W. Wright, New York '05, has been appointed assistant in the catalog department of the Public library of Seattle, Wash.

Nina T. Waddell, Armour '96-97, has been appointed assistant librarian of the San Diego biological association. The Biological association is an affiliation of the University of California.

Canada

The report upon public libraries, literary and scientific institutions of the Province of Ontario, Canada, for 1906, prepared by T. W. H. Leavitt, inspector, contains a complete and a very interesting review of the library situation in Ontario. The report is an appendix to the Report of the Minister of education and is printed by order

of the Legislative assembly of Ontario. In addition to complete statistics of the library situation, the report contains a large number of exterior and interior views of libraries throughout Ontario.

Some New Books

The following books have been read and recommended for library purposes:

The silent door—Florence Wilkinson. McClure.

A story with a flavor of "Rebecca."

The trimmed lamp—O. Henry. McClure.

A collection of interesting short stories.

Forest friends—John Madden. McClurg.

Fanshawe of the fifth—Ashton Hilliers. McClure.

Being memoirs of a person of quality.

The making of English literature—William H. Crawshaw. D. C. Heath.

The Smiths—Kemble Howard. McClure.

A comedy without a plot.

Heroes of the navy in America—Charles Morris. Lippincott.

Interesting reading.

His courtship—Helen R. Martin. McClure.

Full of local color and a fairly good story.

The story of Bawn—Katharine Tynan. McClurg.

Hawaiian folk tales—Thomas G. Thrum. McClurg.

A collection of native legends.

A bath in an English tub—Charles Battell Loomis. Barnes.

Good reading for an idle moment.

Langford of the Three Bars—Kate and Virgil D. Boyles. McClurg.

Sojourning, shopping and studying in Paris—Elizabeth Otis Williams. McClurg.

A very useful handbook.

A very valuable help in choosing children's books will be found in Fingerposts to children's reading, by Walter F. Field and recently published

by A. C. McClurg & Co. The little volume contains interesting discussions of such subjects as Reading in the home, Reading in the school and Sunday-school libraries. A chapter on Illustration of children's books is remarkably good. An annotated list of books for home reading, arranged with age development in view, is very suggestive. The appendix contains 50 pages of lists of books, classified by subject, suitable for schools, for teachers and the general reading of children.

The opening numbers of the Ziegler magazine for the blind are extremely interesting. They contain letters from President Roosevelt, ex-President Cleveland and Helen Keller, expressing their interest in the publication; an account of the Ziegler polar expeditions, the first instalment of Mrs Wiggs of the cabbage patch, humorous paragraphs and notes of current interest, together with a map of Cuba, Panama and the adjacent regions, and also illustrating the Kingston earthquake. The subscription price is 10c a year, but the magazine will be sent to any library that will put it in the hands of its blind patrons.

Aunt Jane of Kentucky, by Eliza Calvert Hall, just published by Little, Brown, & Co., Boston, is a presentation of rural Kentucky life and character. The author has done for life in the Blue Grass country what Mary E. Wilkins has done for similar phases of life in New England. The humor of the book is softened and refined by being linked with pathos and romance, and the character-drawing is done with so firm a hand that we seem for the moment to live on the highways, around the hearthstones, and in the gardens of that country neighborhood, smiling over its joys, weeping over its sorrows, and realizing afresh our common humanity, our kinship with the children of Kentucky soil.

Libraries can well afford to buy duplicates of Aunt Jane of Kentucky.

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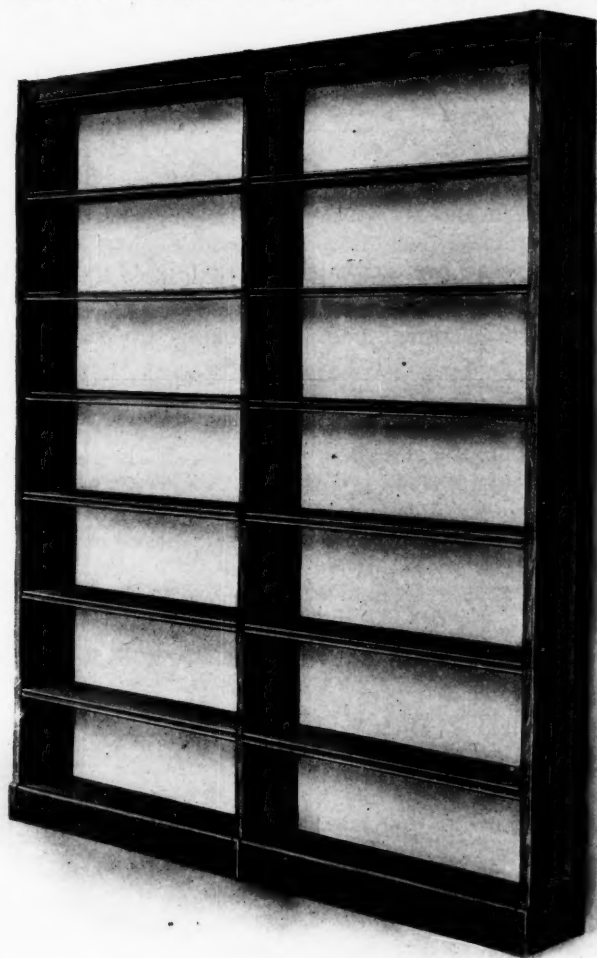
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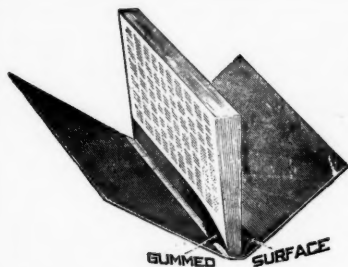
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